

# The Modern Language Journal

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# The Modern Language Journal

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# The Modern Language Journal

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## TEACHING MODERN LANGUAGES THE SCIENTIFIC METHOD<sup>1</sup>

(*Author's summary.*—Necessity of a scientific approach to language study. Language teaching has an educative and a practical phase. Analysis and description of the "scientific method," aided by a properly designed textbook, skilful teaching, the phonograph, and other classroom devices. Illustrations put these points in concrete graphic form. French, German, and English examples.)

FOR many years there has been much discussion of the "Direct Method" and of the "Translation Method." Some favor the first, others favor the second. Still others try to reconcile the two methods, without investigating whether or not they are really reconcilable. I had no preconceived opinion on this question. I assumed a higher viewpoint and asked to what extent language by *its very nature* forces upon us a certain pedagogical procedure, a certain method. Struck by the inconsistencies between the various methods heretofore employed, and unsatisfied by the fragmentary solutions they offer, I have attempted to solve the problem in a scientific way.

As millions of pupils are learning modern languages in all countries, as courses of study are becoming more crowded from year to year, we are more and more in need of a "scientific method of language teaching." Since 1909, when I worked on this problem—the first to do so, I believe—the question has been growing in importance throughout the world.

Now, I do not insist upon a philosophical definition of what I call "scientific teaching."

<sup>1</sup> Lecture delivered January 15, 1927, before the French Pedagogical Society by Louis Marchand, in charge of a course in the Institute for Training Teachers of French in Foreign Lands, University of Paris.—The present article is partly translated from the *Bulletin de la Société française de la Pédagogie*, June, 1927.

Let it suffice to say that first I start with some observed facts as all sciences do; second, I interpret these facts without any prejudice; third, I try to group, to classify, and to use them in such a manner that everybody can at any time verify and reproduce them.

From the practical standpoint we see that science always proceeds in the following manner: 1. Define exactly the aim, 2. Analyse all the data of the problem, 3. Study the means of realization, 4. Explain the procedure of their application, 5. State the results.

If there are some imperfect solutions, a criticism of their defects will clear the ground.

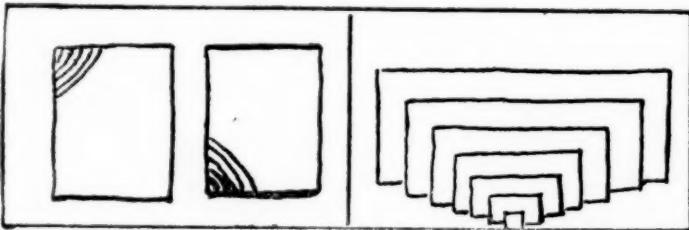


Fig. 1. *Vocabulary, grammar.* For the descriptive method and the translation method, all grammatical rules are on the same plane which is ruled off in arbitrary sections and systematically filled.

The whole vocabulary is also on one and the same plane, separated from the first and likewise filled in beginning at any end or corner whatever.

Fig. 2. The natural method teaches the mother tongue in a succession of larger and larger planes.

Vocabulary and grammar are learned at the same time and by constant practice.

The scientific method proceeds likewise and facilitates the transition from one plane to the other.

The empirical direct method has no plan at all.

Whether it is a question of curing a disease, of training an aviator, or establishing a truth in the physical world, the method is always the same. It is this method that we shall follow.

### I. PURPOSES OF MODERN LANGUAGE TEACHING

This teaching has a two-fold purpose: an educative and a practical one.

From the educative point of view modern languages, when taught for long hours and many years, are capable of playing a large part in the mental training of our pupils. They may be

educative and disciplinary by their very nature, by the literary works which adorn them, and by the method employed. Really educative are only those methods which develop harmoniously all powers of the mind: reflection, judgment, observation, initiative, etc.

From the practical point of view, modern languages are taught both for their own sake and for the sake of the mother tongue. The material advancement of civilization has brought nations so near together that today every cultivated individual must be able to make himself understood in at least one foreign language. One has fully mastered them only when one can read, speak, understand them when spoken, write, and translate them.

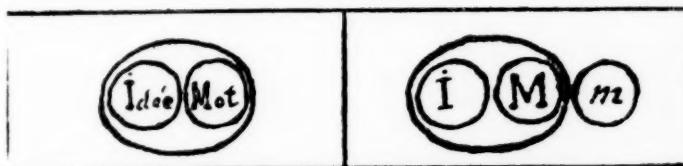


Fig. 3. Idea I and word M of the mother tongue form a totality, a whole, and are inseparable under normal conditions.

Fig. 4. The translation method connects the foreign word m with the word M of the mother tongue. It suppresses the idea i in the foreign language. Now very often i differs from I. This is a source of numerous errors and misunderstandings.

Have present methods realized these aims? No, neither the descriptive, nor the translation, nor the direct methods have solved the problem. The first two have generally neglected oral instruction. They are learned abstractions. Whereas life teaches vocabulary and grammar on successive levels, they place everything on the same plane. (Figs. 1, 2). The translation method circumscribes the pupil in his own language, approaches the foreign languages only from without, prevents the development of language sense, introduces rules which the pupil does not see the need of, appeals only to superficial memory, places likewise all the difficulties on one plane, distorts the language itself by the introduction of sentences which mean nothing, are shocking to our sense of reality or are never used in their native country, and sacrifices also oral instruction. But its greatest defect is to sever the tie which in

every native situation binds the thought to the word. Whereas in the mother tongue word and idea are indissolubly linked, the method of translation separates them. The result is the monstrosity that the more the pupil translates the more he is unable to think in the foreign language. (Figs. 3, 4, 5, 6).

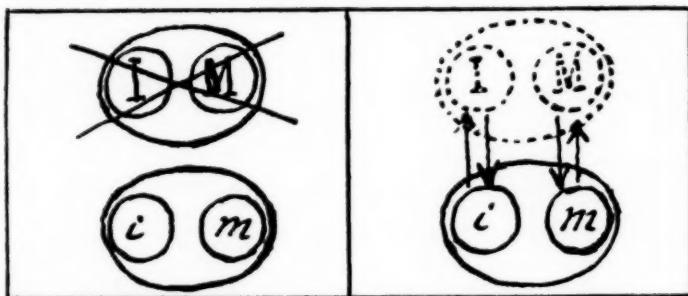


Fig. 5. The empirical direct method suppresses the word *M* and the idea *I* of the mother tongue and substitutes for them word *m* and idea *i* in the foreign language.

Fig. 6. The scientific direct method puts into the foreground the word *m* and the idea *i* of the foreign language; but it establishes, moreover, associations between this word *m* and this idea *i* and, on the other hand, the word *M* and idea *I* in the mother tongue, which is momentarily forgotten.

Finally the empiricism of the so called "direct method"—which must not be confounded with direct teaching, for it has only been so far a caricature of it—has introduced into the classroom a veritable intellectual chaos.

Let us make a comparison. You wish to learn to fly an aeroplane. Your first teacher explains to you in detail all the parts of the machine but you never enter it. He is an exponent of the descriptive method.

The second teacher tells you "You know how to drive an automobile, don't you? I will teach you flying by comparison with the automobile," and he enters upon a minute comparison between the two machines. He is an exponent of the translation method.

The third teacher has you enter the aeroplane, but at the very start he has you flying into the clouds at the risk of breaking your neck. He is applying the empirical direct method.

We believe that there exists also a fourth teacher who will also have you enter the machine and will teach you gradually, theoretically, and by practice, how to use it, but this time progressively and utilizing, from time to time, when they are serviceable, all resources of description and comparison. The latter is applying the scientific direct method, mine.

## II. THE CONDITIONS OF THE PROBLEM. THE BASES OF THE METHOD.

On what is this method to be founded?

The question is much more complicated than it has appeared up to date, to the theorists in modern languages. In fact it comprises three problems—one psychological, the second linguistic, and the third pedagogical.

### 1. *Psychological Problem*

The teaching of languages is the only teaching in which nature is our master. In all countries children learn their native language by an automatic process, so to speak. The best teacher of living languages is life itself. Have we the right to neglect the precepts of such a good teacher? Should we not, on the contrary, take advantage of them? And now how does nature proceed? The universal process of acquiring a language may be summed up in two words: intuition, repetition.<sup>2</sup> The child *senses* the meaning of all that is told him and he hears it *repeated* so often that he retains it and repeats it himself. This is psychological fact, which has so far remained largely unnoticed and which gives to the scientific method its unfailing solidity. But how can the child always sense what one is telling him? Here we enter upon the linguistic problem.

### 2. *Linguistic Problem*

The child *senses* the meaning of concrete words by seeing the objects, and how does he *sense* the meaning of abstract words? By a certain number of gradations, which likewise have never been observed nor utilized. Moreover, languages are usually taught as if they were comparable to heaps of stones, as if one

<sup>2</sup> And not simply "imitation, repetition," as Baron Kanda says. The child is not a mere imitator. He invents. He creates. He is not simply passive but active. The distinction is an essential one.

could readily introduce them at whatever place and at whatever time one might wish! For this rather elementary conception it is advisable to substitute another based on observations of linguistic phenomena. A language, in the words of Professor O'Shea of the University of Wisconsin is a "growing organism," a plant.

**There is a fixed trend in the development of vocabulary.** This trend is revealed to us by the *coefficient of frequency* of words and their *degree of elaboration*. It is daily life, in the country where

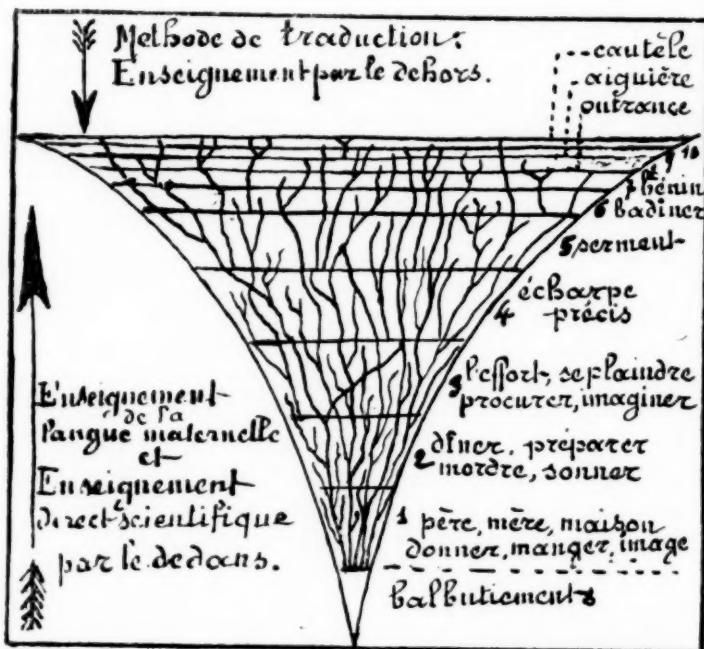


Fig. 7. Development of the Vocabulary in the French language. Figure showing the gradation in "coefficient of frequency."

the language is spoken, which teaches the coefficient of frequency. If we divide the vocabulary of the French language into 10 groups, for instance, we place in the first group: *aller, venir, la maison, le père*; in the second: *traîner, paraître*; in the third: *flechir, horizon*; in the fourth: *charme, désespérant*; in the fifth: *blème, le bond*; in the sixth: *attérer, badiner*; in the seventh: *renier, spontané*;

in the eighth: *l'arpège, la bure, l'outrance*; in the ninth: *l'aiguière, le cabochon*; in the tenth: *la cautèle, l'echevèlement*, etc. . . .

Even from this one viewpoint, life brings perspective into the mass of words. To foreigners, on the contrary, and to authors

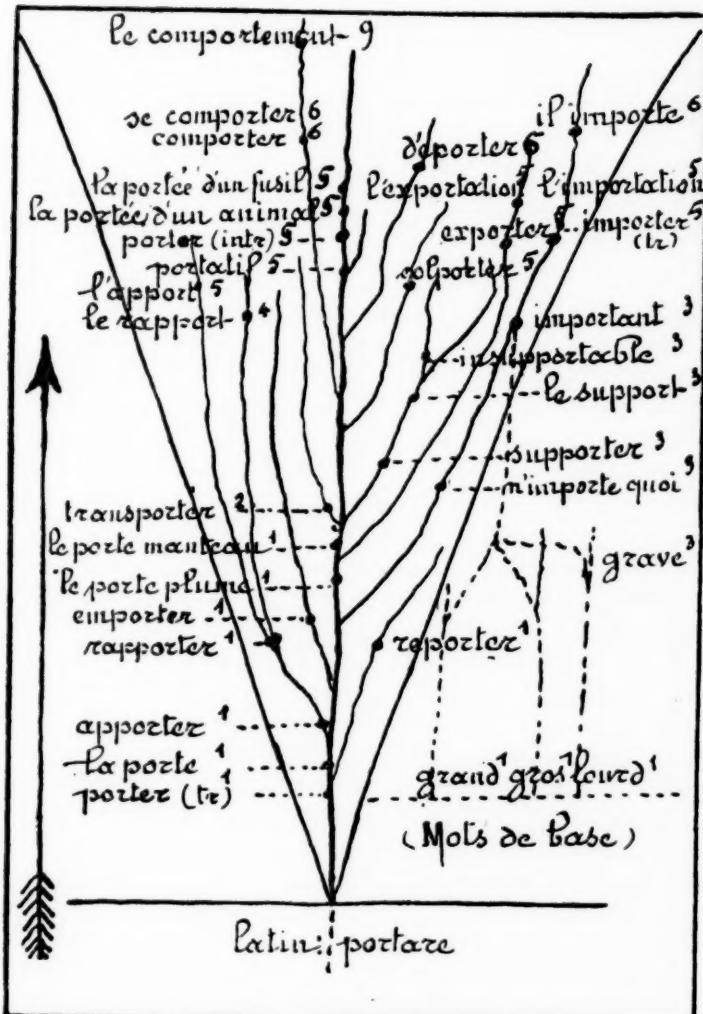


Fig. 8. How some derivations of "porter" are "elaborated" under natural conditions in France.

of empirical methods, all words are in one plane. It is therefore necessary to distinguish them by a special sign: the coefficient of frequency (Fig. 7). Furthermore, in all linguistic milieux words are elaborated—worked out—through the action of consecutive gradations (Fig. 8).

*A. Elaboration by gradations of forms, or etymological gradations.* For instance: All French people learn the word *pouvoir* before the words, *possible*, *impossible*, *possibilité*, *impossibilité*. As if they had previously agreed upon it, they all learn: *vouloir* before *volonté*, *volontaire*, *volontairement*, *involontairement*; *croire* before *croyance*, *croyable*, *incroyable*, *crédit*, *créateur*. All Germans know *das Herz* before *herzlich*, *Herzlichkeit*; *stehen* before *verstehen*,

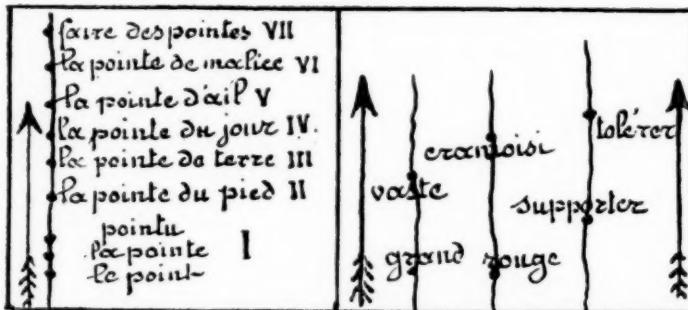


Fig. 9. How the different and successive meanings of the word "pointe" are elaborated in French.

Fig. 10. Instances of elaboration of some French quasi-synonyms.

*Verstand*, *verständlich*, etc. All Englishmen and all Americans say: *heart* before *heartily*, *heartless*, *heartlessness*; *to see* before *sight*, *sightless*, *to foresee*, *unseen*; *to speak* before *speech*, *the speaker*, *unspeakable*, *unspeakably*, etc. All these gradations awaken and develop in the child the etymological sense.<sup>3</sup>

*B. Elaboration by gradations of meaning, or semantic gradations.* These are of three kinds: a. **Gradations of meaning in the same word.** For example: All French people learn *entendre I* in the meaning of to perceive by ear, before *entendre II* in the meaning of to understand; *reprendre I* in the meaning of to take again, before *reprendre II*: to correct; *rouler I* something, before *rouler*

<sup>3</sup> Here and elsewhere examples could be given to show that the Japanese language follows similar trends of development.

*II* someone; *vouloir I* something, before *en vouloir*: to grudge in (to have a grudge against). All English people learn: *heart I*: (the organ), before *in the heart of*: in the middle of; *to move I*: to change position, before *to move II*: to cause emotion; *the body I*: flesh, blood, and bones, before *the body II*: the organized group of soldiers etc. All Germans know: *schliessen I*: to close, before *schliessen II*: to conclude; *treiben I*: to push, before *treiben II*: to study, to follow an occupation; *der Grund I*: the ground, the bottom, before *der Grund II*: the reason, the cause.

(b) **Gradations of meaning in synonyms and quasi-synonyms.** All French people have learned *bout* before *extrémité*, *trou* before *orifice*; *grand* before *vaste*, *rouge* before *cramoisi*; *supporter* before *tolérer*, *riche* before *prospère*, etc. Likewise all Germans learn: *klein* before *winzig*, *gut* before *bieder*; *fallen* before *sinken*, *stark* before *rüstig*; *machen* before *ausführen*, *können* before *vermögen*, etc. All English say: *red* before *crimson*, *weak* before *flimsy*; *end* before *extremity*, *to help* before *to assist*, etc. In all these languages the second word has been defined through the first, which has led up to and prepared the meaning of the second.

(c) **Semantic gradations in words of complex meanings.** In French we find *durer* and *toujours* before *éternel*: *qui dure toujours*; *passer* and *lumière* before *opaque*: *qui ne laisse pas passer la lumière*; *ne pas* and *parler* before *muet*: *qui ne parle pas*, etc. In English we always find: *always* and *to last* before *eternal*, *eternally*, *eternity*, *to eternalize*; *to expose* and *the danger* before *to jeopardise*; *song* and *praise* before *hymn*: *song of praise*; *to produce*, *different*, and *species* before *hybrid*: *produced from different species*, etc. In German there is likewise: *immer* and *dauern* before *ewig*, *nicht* and *sprechen* before *stumm*, *schön* and *finden* before *bewundern*, etc.

**The situation is the same for grammar.** We likewise find gradations: (a) in the construction of the sentence, (b) in the conjugation of verbs, (c) in the use of variable words, (d) in the use of invariable words.

For instance, all native French persons learn automatically: The main clause before the subordinate clause; indicative before subjunctive; the adjective (*petit*) before the adverb (*petitement*); the prepositions *pour*, *depuis* before the conjunctions *pour que*, *depuis que*, etc.

To these eight gradations must be added also a phonetic and psychological gradation. There is in life a constant adaptation on the part of the one who is speaking to the one to whom he is speaking. We go through more and more complex psychological states of mind in the course of learning our mother tongue. In all, 10 gradations serve us in the organizing of our vocabulary and our grammar.<sup>4</sup>

At the same time with the *etymological sense*, the *analogical sense* is developed in the child by the associations of sounds of words, of grammatical constructions which he meets continually in songs, locutions, poems, proverbs, etc. Ex. *Liberté Egalité Fraternité. Qui s'y frotte s'y pique*, etc.

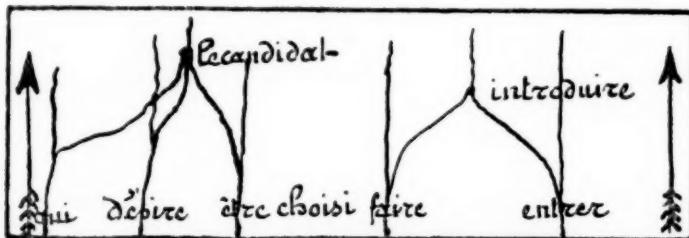


Fig. 11. Instances of elaboration of meanings.

Is there not a great advantage in utilizing in modern language teaching and in reproducing in the classroom all these natural processes, which appear as a consequence of the spontaneous play of circumstances in every linguistic environment? Only this "*linguistic dynamism*" will develop the intuitive linguistic sense of the pupils and with the minimum of effort and time will place them in possession of the foreign idiom. But can we in our classroom proceed as does the linguistic environment of each country without taking into account the age of our pupils, their number, the time at our disposal, and the prescribed curricula? Not at all and here arises the above-mentioned pedagogical problem.

<sup>4</sup> It is obvious that these gradations are not absolutely ironclad. A given child may use for instance a given somewhat rare word because his parents often repeat it. A given derivative may appear before the root word. But the general rule holds nevertheless. The exceptions do not invalidate the rule. See Alice Descoëudres, "Le Développement de l'enfant de 1 à 7 ans."

### 3. Pedagogical Problem

We first raised the question how many words must be known to put us in a position to read without undue difficulty the classic works which are considered the crowning goal of our studies. In German, in French, and in English we fix a minimum of 6000 words. How shall we distribute these words among the 3, 4, 5, or more years of instruction? The degree of frequency and elaboration will be our guide. But in his natural linguistic environment the child makes many mistakes. He pronounces badly, uses incorrect words, uses one word for another, understands them only in part, etc. Around him are people who always correct his errors from morning to night. The modern language teacher, on the other hand, is generally alone, single-handed before a large class, only for a few hours a week, and when his pupils leave him they are again immersed in their national environment. Just these unfavorable conditions make it incumbent upon us to use a scientific method. In no other field of teaching is it more necessary. In no other is it more ignored. We would therefore simplify the work of the students by removing all that would impede his progress. He will travel the same road as the child in his natural environment but without stumbling. (Figs. 12, 13, 14, 15.)

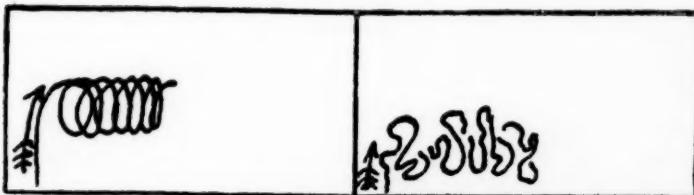


Fig. 12. Curves of the *translation method*. At the beginning the progress is rapid, but the more the student advances the slower they become; the student has the feeling that he is going around and around.

Fig. 13. Curve of the *empirical direct method*. Some progress at the start, then the reign of disorder and chaos. The curve is broken because the words are not linked together as in life.

At the same time, the phonograph will be added to the book and will free the teacher from the crushing burden of repetition and drill. The talking machine is as useful to the teacher as to the student.

*Is it possible to teach a foreign language by using selected pieces of literature?* However well the selection from literature may be graded, it is impossible to have unbroken transitions in vocabulary and grammar such as are furnished in real life. In every line there will be gaps, lacunas, words and rules that are too difficult, repetitions and digressions. *To avail oneself of the natural progression*

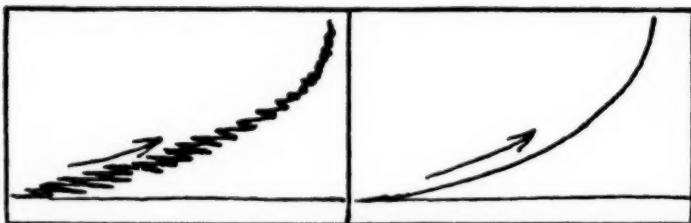


Fig. 14. Curve of the *natural method* in the student's mother tongue. The child makes many mistakes which his environment corrects incessantly. Progress is slow but regular at the beginning and is accelerated as the child grows up.

Fig. 15. Curve of the *scientific method*. This develops in the same way as the natural method. But it saves time by reducing to a minimum the chance of making mistakes. The more the student advances the more rapid is his progress.

*of a foreign language it is necessary to reconstruct it in every detail.* This is the task for the *language book*, which will reproduce all essential elements of the foreign milieu, beginning with the family which is the germ-cell of language development as also of social life.

But should pupils not be introduced as early as possible to original literary texts? Certainly, and they will be introduced to them at the earliest possible moment in the *reading text*. But since the most beautiful of these pages presuppose some knowledge of the language, it is advantageous to group them in a *reading text* which will follow step by step the *language book*. In order that the pupils may enjoy the charm of these masterpieces, it is necessary to present only those that they can read directly by virtue of vocabulary and grammar already learned. There will be therefore at each stage a step-up or ascent (in the *language book*), followed by a plateau of reading matter (in the *reader*), and there will be as many ascents as necessary to develop the 6000 most important words of the language. (Fig. 16.)

For each plateau there will be a little library of literary works, which must be selected with reference to their vocabulary. When the student has learned 6000 words he may begin a consistent study of all the great classic works. The *language book* takes the place of the living language environment. The *reader* initiates the pupil into the beauties of literature.

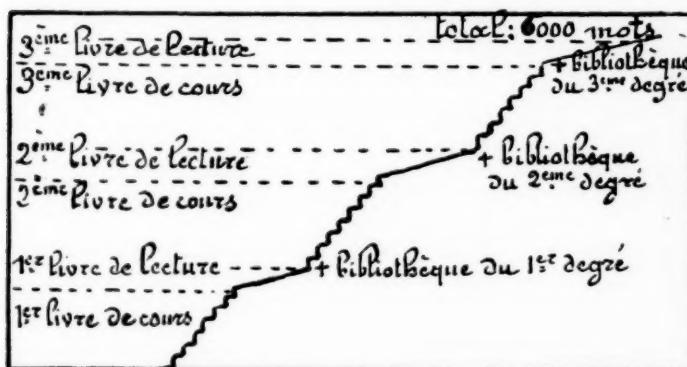


Fig. 16. *The language book supplies the linguistic environment and teaches the language. The reading text adds literature, art, and science.*

Contrary to many methods, we do not teach the language by the literature but, on the contrary, the literature by the language. Here again we are following the natural order of life itself. In their native surroundings all pupils learn to speak before they go to school. To teach at the beginning and at the same time both literature and language is to attempt too much and will mean sacrificing one or the other.

With the method thus established on its scientific basis, how may we realize it in practice?

### III. MEANS OF REALIZATION. TOOLS FOR WORK

*Intuitive language sense.* How can we develop it in the pupils? If we translate we destroy in our pupils this language sense. *Therefore the teacher will never translate.* But if we as teachers do not translate, is the pupil to translate? Yes, he is to write in his vocabulary note-book all the new words of his lessons with their corresponding meanings in his native language, and for the following reasons: 1. He must prove to himself that he understands.

Page 59 (cinquante-neuf).

30<sup>e</sup> (TRENTIEME) LEÇON.

(1) Nom de la poupée.

## Les maladies. La santé.

## VERBES EN -ER.

JEAN : Comment Alice a-t-elle passé la nuit?

SUZANNE : Elle a passé une mauvaise nuit. Elle a eu 39 degrés de fièvre. Elle avait mal à la tête et à l'estomac. Elle était très malade. Maintenant, elle va mieux. La fièvre est tombée ce matin. Elle n'a plus que 37° et demi.

FRITZ : Est-ce qu'elle n'a pas été malade l'année dernière?

SUZANNE : Oui, elle a eu la rougeole ; c'est une maladie légère : On a sur le corps de tout petits boutons rouges.

JEAN : Ce n'est pas une maladie grave comme le choléra. Ce sont les mouches qui apportent le choléra. (A Suzanne.) Que font Alice et Roger ?

SUZANNE : Roger est très bien portant. Il a attrapé des mouches toute la matinée. Il mange du pain et demande du chocolat. Alice est dans son lit, elle joue avec sa poupée, elle la couche, la lève, l'habille et la déshabille. « Nettie »<sup>(1)</sup> a une maladie de cœur, mais l'estomac est sain.

Mme DUPONT : Tu as bien soigné ta petite sœur, cette nuit. Elle va mieux. (On frappe à la porte.) Entrerez ! Voilà Alice. Suzanne ferme la porte. Eh bien ! Alice, te voilà debout. Comment va la santé ?

ALICE : Je tousse encore un peu, hum ! hum ! J'ai toujours un peu de rhume. Je ne suis pas solide sur mes jambes et j'ai un peu mal aux yeux.

Mme DUPONT : Ferme les yeux, Suzanne, donne la main à ta sœur et mène-la dans le jardin. Tu feras deux ou trois fois le tour de la maison. Tu ramèneras ta sœur à la maison dans 1/4 d'heure. Alice, n'attrape pas froid ! Je passerai chez le médecin cet après-midi. Le docteur Albert n'était pas chez lui hier.

passer II le temps.  
la fièvre : la trop grande température du corps.  
malade : avoir de la fièvre, mal à la tête, etc.  
la rougeole.  
la maladie.

le bouton II (sur le corps) petit point noir sous la peau.

la maladie légère.  
la maladie grave : le contraire de la maladie légère.  
le choléra : une maladie très grave.  
la mouche.

bien portant, e = pas malade.

attraper (tr.) Roger attrape les mouches avec la main.

manger (tr.) Roger mange du pain.

demande (tr.) parler pour avoir, Roger demande du chocolat.

coucher (tr.) lever qq. II = poser qq. sur ses jambes.

habiller (tr.) Il est habillé = il a des habits.

déshabiller (tr.) éter les habits.

sain = pas malade.

soigner (tr.) un malade : rester à côté de lui, lui donner tout ce qu'il demande.

entrer (intr.) aller dedans.

fermer (tr.) Suzanne ferme la porte.

debout : droit sur les jambes.

la santé : il est en bonne santé = il n'est pas malade.

tousser (tr.) Alice fait hum ! elle tousse.

le rhume, il tousse = il a le rhume.

mener (tr.) Je mène = elle la fait aller avec elle.

faire le tour = aller autour.

ramener (tr.) vienç qq'un où il était.

attrape froid = attraper du rhume.

le médecin  
le docteur { ramène la maladie à la santé



JEAN : Maman, regarde par la fenêtre !

Mme DUPONT : Qu'est-ce qu'il y a !

JEAN : Des **vaches** dans la rue. Elles sont toutes seules, c'est le chien qui les **garde**. Elles ne **bougent** pas.

Mme DUPONT : Suzanne, tu donneras aussi du **lait** à ta sœur.

ALICE : Merci, ma petite maman, je **t'aime** bien !

Mme DUPONT : Là ! **Embrasse-moi, aimes-tu** aussi les **cerises** ?

ALICE : Oh oui, maman !

Mme DUPONT : Elles ne sont plus vertes maintenant. Elles sont **mûres**, tu en auras à midi.

ROGER (à Jean) : Moi, je n'aime pas Pépin, je le **déteste**. Il est **méchant**. J'aime bien Fritz : il est **gentil**, c'est mon **ami**, c'est mon **cher** ami Fritz. Pépin c'est mon **ennemi**.

#### Page 60 (soixante).

**regarder** (tr.) nous regardons avec les yeux.

**la vache**.  
**garder** (tr.) ne pas laisser aller.

**bouger** (tr., intr.) :  
se déplacer.

**le lait est blanc**. La vache nous donne du lait.

**aimer qq'un I** = être attaché de cœur à qq'un.

**aimer qq. ch. II** = avoir du goût pour qq. ch. Roger aime le chocolat.

**embrasser** : Alice embrasse sa mère.

**la cerise** : un fruit rouge.

**mûr, e** (adj.) = un fruit mûr = un fruit qui n'est plus vert; bon à manger.

**détester** (tr.) le contraire d'aimer.

**méchant**, = qui aime faire du mal.

**gentil, lle** = qui aime faire du bien.

**cher, chère** = aimé, e.  
**l'ami, e** = celui qu'on aime.

**l'ennemi, e** = celui qu'on déteste et qui nous fait du mal.

#### EXERCICE.

Comment Alice a-t-elle passé la nuit ?  
Combien de degrés de fièvre avait-elle ?  
Quand Alice a-t-elle été malade ?  
Quelle maladie a-t-elle eue ?  
La rougeole est-elle une maladie grave ?  
Roger a-t-il encore mal à la **jambe** ?  
Que mange-t-il ?  
Que demande-t-il ?  
Avec quoi joue Alice ?  
Que fait-elle avec sa poupée ?  
Qui a soigné Alice la nuit passée ?  
Qu'est-ce que Mme Suzanne a fermé ?  
Alice est-elle encore couchée ?  
Étais-tu debout ce matin à 5 heures ?  
A qui Mme Suzanne donne-t-elle la main ?  
Où mène-t-elle sa sœur ?  
Quand la ramènera-t-elle à la maison ?  
Combien de fois fera-t-elle le tour de la **maison** son ?  
Chez qui Mme Dupont passera-t-elle ?  
Quel est le nom de son docteur ?  
Nénette a-t-elle une maladie d'estomac ?  
Alice a-t-elle une très bonne santé ?

#### DEVOIR.

Où avez-vous passé la journée d'hier ?  
Où passerez-vous le mois d'août ?  
Avez-vous eu souvent la fièvre ?  
Avez-vous eu quelquefois 40 degrés de fièvre ?  
Avez-vous demandé quelque chose au professeur aujourd'hui ?  
Qui vous a demandé de l'aider hier ?  
Les cerises sont-elles mûres en ce moment ?  
Quelle est la couleur des cerises mûres ?  
Avez-vous déjà soigné des malades ?  
Avez-vous des amis ?  
Quels sont les ennemis de votre pays ?  
Combien avez-vous d'amis ?  
Avez-vous eu la rougeole ?  
A quel âge ?  
Qui garde les vaches ? (p. 60.)  
Qui garde votre maison ?  
Qui Alice aime-t-elle bien ?  
Qu'est-ce qu'elle aime bien ?  
Qui Roger déteste-t-il ?  
Fritz est-il gentil ou méchant ?  
De qui est-il l'ami ?  
Qu'est-ce que Mme Dupont fait à la fenêtre ? (p. 60.)

#### Grammaire, page 118.

(Reduced)

2. There is often a great difference between understanding the meaning of a word and rendering it exactly. 3. Writing the translation of a word fixes it in his memory. 4. The vocabulary notebook enables the teacher quickly to check up on the work of the pupil. 5. These translations will be of great help to the pupil when he does translating to and from the foreign language. *The pupil therefore always translates and in writing.*

But how is the pupil at all times able to understand all that he reads? All *concrete* words are represented by drawings. All *abstract* words are explained by the text, by the context, and by short definitions which use only words already known. The different progressions in vocabulary and grammar, of which we have spoken, sustain the reader. Finally, his intuitive language sense is enlightened by the characters of the persons, who have as in real life a real personal appearance, character, and life purpose. In French, for example, the pupil will therefore go through the same graded linguistic experiences which French persons themselves have had in their native environment. But he goes at high speed. The little novel of family life to which he is introduced evolves very quickly from the family to the social milieu. The vocabulary grows apace with the family experiences and expands as we enter more and more into the personal psychology of the characters.<sup>5</sup>

Is not this what occurs in actual life? Each word comes at its appointed place and time, after being developed as to meaning and form, as in life. Our pupil finds himself in a situation similar to that of a student of mathematics who learns his subject by a series of problems minutely graded. Would the student of mathematics ever attain the *mathematical sense* if his teacher gave him all the solutions in advance? Evidently not. Likewise the *linguistic* sense is acquired by a constant effort which is always victorious. Now a bilingual dictionary is a collection of solutions ready made. The fact that many teachers continue to recommend the dictionary is because, up to the present, no method has reconstructed word by word a graded progressive vocabulary such as life gives to

<sup>5</sup> The reference in this paragraph is to the author's "Le Premier Livre de Français ou La Famille Dupont," Paris, J. Mersch 1928. It is the writer's conviction that the use of this book is indispensable to the effective employment of the principles set forth in the present article. See the sample pages accompanying this article.

everyone in his native surroundings. Is not this then the starting point in our work? Thus trained with a solid footing in a vocabulary progressively developed, with the presence of a living environment, with individual personalities, with definitions in French, in short, with all that we call the *dynamics of language*, the pupil cannot fail to understand everything. While reading for example *La Famille Dupont*, he has the feeling of living in France with French people. He acquires that language sense which, up to the present, has been reserved for those who have grown up in the foreign country. He lives French life twice, both in its historical development in the French language and in its development in each individual; for both are similar processes.

*Grammar* is the inner, re-enforcing element of the language book. Since it too follows our progressive gradation system, like the vocabulary, it contributes to the student's training in language sense. Furthermore, it is important that the student be conscious of the meaning of the grammatical rules which he is using. Since it is impossible at the start to give him these explanations in the foreign language, one must give them in the pupil's native language. Then, little by little as the grammatical terms are introduced in the text itself, it becomes possible to forego these grammatical explanations in the mother tongue. Thus the pupil learns grammar in three ways: by the progressive gradations of the lessons and by the two grammar-presentations which supplement and replace each other. (Fig. 17.)

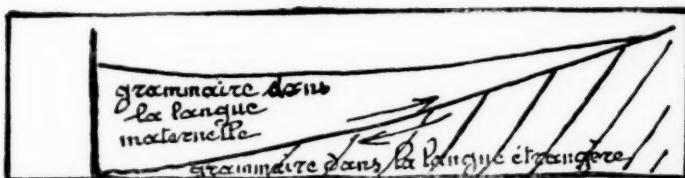


Fig. 17. How grammar in the foreign language can be gradually substituted for grammar in the mother tongue.

We go still further. It is not enough to present the rules. It is most important to group those that are mutually related and to apply the *psychological principles* which determine them. Equipped with this compass, the pupil will more easily find his way in the difficulties of the language.

*Repetition.* Here again we realize an observation which has escaped the notice of too many language teachers: the mechanism of repetition exists in real life; the child's nurse repeats; his grandparents repeat; other children repeat; folk-songs constantly repeat the same expressions. Every child is surrounded in his natural environment with many veritable talking machines.

#### *The Phonograph*

Can the teacher alone, in the midst of his numerous pupils, replace all these talking machines? Can he with his single organ of speech train all these ears, already in a sense maladjusted by the influence of the native language? This is impossible for him. Here is the reason for having phonograph records made of the lessons in our books. Furthermore, we have insisted on having our students hear the very persons (members of the Dupont Family) represented in the *language book*, so that various voices give the dialogs, the monologs, the poems, and the songs.<sup>6</sup> Along with the French language *La Famille Dupont* teaches France and the songs of France.

But let us be cautious. The phonograph is as dangerous as it is useful. If we do not keep it within its true mechanical limits, the *educative* value of modern language teaching is lost. The phonograph is not a teacher, but a repeating device, which is useful only with a method which gives to the *language sense* its proper place, that of first importance.

Besides, one may employ as a means of aural repetition the radio, and for visual repetition, pictures, posters, and the moving picture. *The vitaphone will be an ideal auxiliary.*

*Translation Exercises.* But so far, you will say, there is no indication of the part that translation will play in the method. We have just heard that the teacher never translates, but that the pupil translates all *the words* of his text. But there is no mention of translation of texts from and into the foreign tongue. Is this eliminated?

<sup>6</sup> We have recorded the dialogues of the first forty pages with the different voices of the characters who take part in these little scenes, and the thirty songs included in the book. No need of emphasizing the interest and value of these different voices which, added to that of the teacher, bring into the classroom the musical atmosphere of the foreign country. If no phonograph can replace the teacher, no teacher can, with his one throat, repeat as often and with as many voices as a good phonograph.

No, we do not eliminate this. We do not introduce it until the moment when the language sense is sufficiently developed to resist the baneful influence of sentence translation. The defect in many methods has been to consider the "thème" (translation into the foreign language) and the "version" (translation from the foreign language) as *processes of acquiring* the foreign language when they are only exercises in *comparing and contrasting languages*. We believe that the processes of acquiring a language are the progressive elaboration of that language and the process of assimilating a reading text which is really assimilable by the student.

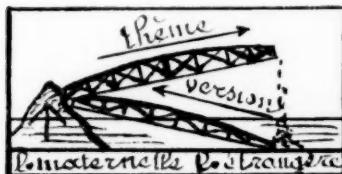


Fig. 18. The *translation method* uses the translation into the foreign language as a procedure for acquiring the language.

The student must establish relations between his mother tongue which he knows imperfectly, and the foreign language, which he does not know at all.

There is therefore an attempt to construct a bridge between the firm ground of the mother tongue and something indefinite which is to be created in an artificial way.

When the student has arrived at a given knowledge of a language, he is led to *compare* his mother tongue with this language by means of the *thème* and the *version*. But these exercises in translation involve always only the words and rules already learned in the *language book*. Accordingly the pupil never needs to refer to his bilingual dictionary, where he would be swamped.

(To be concluded)

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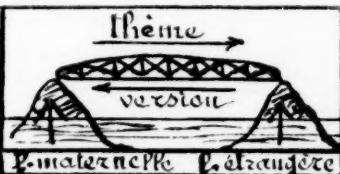


Fig. 19. The *scientific method* uses translation into the foreign language only as an exercise in comparison.

After having elaborated the foreign language by the natural acquiring process of conversation and composition it forms a bridge between the two languages.

## CAN LANGUAGE TEACHING BE IMPROVED?

(*Author's summary.*—What of the bilingual method? Examination of the objection based on the fear of "intervention" by the mother tongue. The need for well-trained teacher-specialists. Suggestions as to ways in which instruction might be improved.)

I HAVE desired for several months to write this article, but have hesitated because I am not a language teacher and because I have no teaching experience. But I have finally decided that my many years' experience in attempting to learn several foreign languages in school, my experience in actually learning to read one after getting out of school, and my genuine interest in the improvement of the methods and materials for class room instruction and self-study will make up to some extent for my forwardness in finally committing this to print.

Much has been said in this Journal and in the books on methodology concerning the legitimate ends of language teaching. For my purposes, a fluent reading knowledge with the reserved ability to translate into accurate and literate English is the indispensable end for those languages in which I am most interested. There are probably many people like myself who want and need very much a reading knowledge of a few languages, but who cannot learn them because of the enormous time required. It seems to me that one of the duties of language teachers today is to help such people find methods and materials suited to the ends for which they wish to work. While it may be true, as is often said, that there is no one best method of language instruction, it is probably true also that for any one individual there is one method best suited to learn to speak a language, or one method best suited to learn to read a language; and the judicious refuge into the "no one best method" statement seems to me merely a very poor excuse for not making some strenuous efforts to find out what methods and materials are best adapted to the various ages and conditions of learning. There are, I believe, some methods which teachers in this country have entirely overlooked and which might be investigated with the possibility of some profit.

So far as I have been able to discover, language teachers in this country have paid practically no critical attention to the commercial methods such as the Hugo system, the Pelman system,

the Cortina Phone system, the Rosenthal system, the Berlitz system, the Toussaint-Langenscheidt system, or any of the numerous systems published in Germany. The Hugo system has been advertised and sold widely in this country, advertised and sold to readers of the *New York Times Book Review* and the *Herald-Tribune Books*,—readers who can hardly be classed as morons. The advertising has been quite obviously addressed to people of low intelligence—so low that it is difficult to believe the sales have been secured because of the way in which the copy has been written, but rather because here, even though presented in ridiculous form, was offered an opportunity to learn a language without class attendance, at home, at comparatively little expense. Is the Hugo system a reliable system of elementary self-instruction? If it is, shouldn't our teachers know more about it? If it is not, shouldn't they say something about it somewhere—try to do something to improve the situation for the public which apparently has a little interest in learning languages? Or take another case. When a system of language instruction has had as long and honorable and successful a career as the Toussaint-Langenscheidt system,<sup>1</sup> which has been published in Germany since 1856, does it not seem reasonable to expect that language teachers in the United States should have given it thorough critical consideration in their periodicals and books on methodology? The Hugo and Toussaint-Langenscheidt systems are both based on the use of literal translations printed with the foreign text.

The use of bilingual and polyglot texts in language study may be found exemplified from Babylonian tablets dating earlier than 2000 B.C. to the present time when we have such sets as the Loeb Library, the Collection Guillaume Budé, the linguistic texts in the Sammlung Göschen, the Harrap Bilingual Series, and a few miscellaneous texts, in parallel column and interlinear form. The Bible, as every one knows of course, has been used for a longer period, in more forms, and in more languages than any other text. So far as I have been able to discover the only formal experimental

<sup>1</sup> As compared with certain other systems, the honesty of this system in its advertising is to be commended. "Das Studium eines Briefes erfordert, bei einem Zeitaufwande von täglich etwa zwei Stunden, vierzehn Tage, der eines Kursus von achtzehn Briefen also neun Monate." The necessity of consistent, sustained effort is constantly emphasized—compare this with the Hugo advertising.

work ever done directly on the use of interlinear texts was done by James Hamilton<sup>2</sup> in London in 1825. Just as with every other

<sup>2</sup> The Reverend Sydney Smith, "Hamilton's Method of Teaching Languages," *Edinburgh Review*, June, 1826. The account is sufficiently interesting to quote: ". . . . We shall now lay before our readers an extract from one of the public papers respecting the progress made in the Hamiltonian schools.

" Extract from the Morning Chronicle of Wednesday, November 16th, 1925.—Hamiltonian System.—We yesterday were present at an examination of eight lads who have been under Mr. Hamilton since some time in the month of May last, with a view to ascertain the efficacy of his system in communicating a knowledge of languages. These eight lads, all of them between the ages of twelve and fourteen, are the children of poor people, who, when they were first placed under Mr. Hamilton, possessed no other instruction than common reading and writing. They were obtained from a common country school, through the interposition of a Member of Parliament, who takes an active part in promoting charity schools throughout the country; and the choice was determined by the consent of the parents, and not by the cleverness of the boys.

" They have been employed in learning Latin, French, and latterly Italian; and yesterday they were examined by several distinguished individuals, among whom we recognised John Smith, Esq. M. P.; G. Smith, Esq. M. P.; Mr. J. Mill, the historian of British India; Major Camac; Major Thompson; Mr. Cowell, &c.&c. They first read different portions of the Gospel of St. John in Latin and of Caesar's Commentaries, selected by the visitors. The translation was executed with an ease which it would be vain to expect in any of the boys who attend our common schools, even in their third or fourth year; and proved, that the principle of exciting the attention of the boys to the utmost, during the process by which the meaning of the words is fixed in their memory, had given them a familiarity with so much of the language as is contained in the books above alluded to. Their knowledge of the parts of speech was respectable, but not so remarkable; as the Hamiltonian system follows the natural mode of acquiring language, and only employs the boys in analyzing, when they have already attained a certain familiarity with any language.

" The same experiments were repeated in French and Italian with the same success; and, upon the whole, we cannot but think the success has been complete. It is impossible to conceive a more impartial mode of putting any system to the test, than to make such an experiment of the children of our peasantry."

" Into the truth of this statement we have personally inquired, and it seems to us to have fallen short of the facts, from the laudable fear of overstating them. The lads selected for the experiment were parish boys of the most ordinary description, reading English worse than Cumberland curates, and totally ignorant of the rudiments of any other language. They were purposely selected for the experiment by a gentleman who defrayed its expense, and who had the strongest desire to put strictly to the test the efficacy of the Hamiltonian system. The experiment was begun the middle of May 1825, and concluded on the day of November in the same year mentioned in the extract, exactly six months after. The Latin books set before them were the Gospel of St. John, and part of Caesar's Commentaries. Some Italian book or books (what we know not), and a selection of French histories. The visitors

method known to teachers today, this method had been used by teachers and advocated by philosophers long before Hamilton ever came on the scene. But with all the material there is in print in this form, and including translations in separate form, there is very little which may be useful to a student in this country who is trying to develop a reading knowledge of a modern foreign language. The Harrap Bilingual Series is the only series in the modern languages; it is designed for this particular purpose, but the translations are entirely too free, even though they claim specifically to be faithful to the originals; and the amount and variety of reading matter available in any one language is entirely too limited. Most of the separate translations of modern language texts which I have examined, except for a few volumes in the Bohn Library (now out of print), are entirely too free for use in this way.

But is the use of bilingual texts a sound way to develop a reading knowledge of a language? From the scanty historical materials<sup>3</sup>

put the boys on where they pleased, and the translation was (as the reporter says) executed with an ease which it would be vain to expect in any of the boys who attend our common schools, even in their third or fourth year.—Note: We have left with the bookseller the names of two gentlemen who have verified this account to us, and who were present at the experiment. Their names will at once put an end to all scepticism as to the fact. Two more candid and enlightened judges could not be found."

Hamilton aroused a great deal of controversy and gave occasion to numerous articles and books. Besides the texts he edited he wrote a volume, first published by his widow, the *History, Principles, Practice, and Results of the Hamiltonian System*, Manchester, 1929. London, J. Souter, 1831. The only copy of this volume I have seen is in the Library of the Bureau of Education at Washington. Hamilton taught in numbers of the larger cities and colleges in the United States, Canada, England, and Scotland.

<sup>3</sup> In spite of the fact that language teaching has occupied an important position in the curriculum since the earliest times, there is no comprehensive history of the teachers and their methods and materials for use in teaching. Philipp Aronstein's *Methodik des neusprachlichen Unterrichts*, volume one (Leipzig, Teubner, 1926), is the most comprehensive I have been able to find, and I think an excellent work, though of course it is limited to modern methods of instruction. One may find much material scattered about in various places, such as chapters in Karl von Raumer's *Geschichte der Pädagogik* (translated in Barnard's *German Pedagogy* and *German Teachers and Educators*) and miscellaneous articles such as Boris D. Bogen's "History of Teaching Foreign Languages," *Education* XX: 340 (February, 1900). Two very interesting accounts of their methods by teachers who used the interlinear system are Ascham's *Scholemaster* and Brinsley's *Ludus Literarius*. Aronstein gives a good bibliography. Unfortunately, the recently issued *Annotated*

I have been able to find on the subject, many excellent teachers and intelligent men in the past have thought so. Certainly a considerable number of teachers are of the same opinion, though they very rarely mention the matter in this Journal.<sup>4</sup> If for any groups of students, for what groups and in what forms might bilingual texts be of advantage? How literal should the translations be? How should the texts be selected and graded? Can any of these questions be determined by experimental work in classrooms?<sup>5</sup> It is my opinion the effort is worth making, both for the sake of the student in class and the individual studying without teacher supervision.

I am, of course, aware of the numerous objections which may be raised against even considering such experimental work. But the important place which this form of text has occupied in past times and the wide use of it in self-instruction today seem to me to justify the effort to examine its real value. Many apparently good arguments might be raised in favor of the use of bilingual texts, such as the aid to memory of getting new words and phrases in connected meaning, the saving of dictionary thumbing time, and the possibility of reading masterpieces and enjoying them while learning. On the other hand, certain objections immediately arise, that the native words would "intervene" and inhibit learning that the presence of a translation would encourage hurried and

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*Bibliography of Modern Language Methodology*, an excellent and sorely needed volume, failed to list Aronstein as well as a few other very interesting volumes such as Ernst Otto's *Methodik und Didaktik des neusprachlichen Unterrichts*. I do not know the reasons for these omissions, but I am sure every teacher interested in his work should own and use this bibliography.

<sup>4</sup> One very stimulating article which gives some discussion to the possible value of bilingual texts is by Colley F. Sparkman, "An Analysis of the Fundamental Problem of Learning to Read a Foreign Language," *M. L. J.*, October, 1928. Another which indirectly shows the possible value of such texts is by Peter Hagboldt, "An Experiment on Reading Known Material in Beginner's Classes," *M. L. J.*, IX: 345. Mr. Sparkman makes what seem to me some very valuable suggestions in "The Educational Expert and the College Teacher of Modern Languages," *School and Society*, XXVIII: 610.

<sup>5</sup> Some experimental work is now being done at the University of North Carolina which is designed to try to answer some of these questions. The author of this article would like very much to hear from other teachers who might be interested in helping with this experimental work. It cannot be done satisfactorily without the coöperation and critical interest of teachers elsewhere.

superficial work, would lead the student to deceive himself, and would force the teacher to use other classroom procedure besides translation into English, that finding words in a vocabulary or dictionary and fitting them into their proper place is a good memory exercise,—and so on to the somewhat different but very interesting objections which a publisher's editor gave me, that there was too much tied up in plates and prospective royalties and too much inertia in the profession. I refuse to believe, however, that there are not a considerable number of teachers in this country willing, on being given the opportunity, to take the time and trouble to investigate these questions more thoroughly, and to follow up with practical improvements wherever they find them possible.

I believe it is worth while here to give attention to probably the most general objection that may be raised to bilingual texts, the argument that the native tongue would intervene and prevent one from getting familiar with the "inner form" of the foreign language.<sup>6</sup> Careful experimental work with bilingual texts undoubtedly would throw some light on this much talked of and feared "intervention" of the mother tongue. It is my opinion, other conditions being the same, that the better one knows his mother tongue, the quicker he can get accustomed to the foreign tongue<sup>7</sup>—if one knows it well and is reasonable in his use of it, the mother tongue will form a comparatively easy and comfortable bridge to the foreign language, the bridge itself being naturally left behind and finally abandoned altogether as one enters the foreign realm. It has been characteristic of those writing on this subject to lose themselves in analogies of one sort and another—I use the bridge analogy only to illustrate the ease of "proving" anything with this form of argument.

Just what is meant by "intervention" seems to be not clearly determined. One author, because he uses the foreign language exclusively in directing classroom discussion, claims his students think in the foreign language, thereby avoiding "intervention"—

<sup>6</sup> For a typical statement of this point of view see C. H. Handschin, *Methods of Teaching Modern Languages*, p. 53.

<sup>7</sup> There is very little information available on this point, either in experimental records or in recorded teacher experience; the question has been entirely ignored by those who fear the "intervention" of the mother tongue.

in spite of the fact that he has his students constantly using foreign-native word lists and notes in English explaining idioms. Another, under the influence of the idea of the "inner form" of a language, says it is impossible to learn a foreign language through the use of the mother tongue, that in order to become really familiar with the "inner form," one must make a "complete break with the old habit" and substitute the new for it. Another advocates a system based on the use of words whose meaning may be guessed by their closeness to English—and repeats that English must be excluded from the classroom, and from the students' minds, that it "intervenes," that it prevents the student from getting into the foreign language. Another draws a triangle, puts the concept, the foreign word, and the native word at the respective vertices, and then says, Now, see how much time and distance one may save by going direct from the foreign word to the concept instead of around the corner through the native word!

But if the native tongue "intervenes" and prevents one from learning the foreign tongue, one would expect intelligent illiterates to be able to acquire a thorough knowledge of a foreign language more quickly than an intelligent and thoroughly cultivated person. Or one would expect a person with only literary training to be able to learn to read and understand a highly specialized scientific foreign text in less time than one trained in the particular science and thoroughly familiar with its native tongue vocabulary. After the long years of training, after the painful development of the powers of association, after the gradual acquisition of the ability to make approximate distinctions, to form definitions corresponding somewhat to the material and the thought world, and possibly the development of a precise and expert knowledge of the value of the words in one's native language, after the development of practically indestructible word and phrase associations and habits, it is clearly impossible to expect even an approach to be made toward a new set of associations without the use of the old.<sup>8</sup> And further, it seems that one should be able to economize

<sup>8</sup> Incredible as it may seem, one may still find advocates of the learning of a new language by an adult in the same way that the child learns his native tongue. (Oral beginning, use of objects, pictures—attempts to penetrate the "inner form" and exclude the mother tongue—are some of the features of their arguments. Often advocated without any reference to the "way a child learns," or to the genealogy of the particular features). Or one may hear of the "ease" with which a

in the acquisition of the new set of language habits by the gradually retiring use of the old. The range and vigor of one's thoughts and associations, his previous training, experience, and ability, must be exceedingly narrow and limited if while actually reading or speaking the new language his thinking remains within the scope of the paltry fifty, hundred, or five hundred new words. What is meant by the insistence that one should learn to think in the foreign language from the very beginning? In spite of our ignorance concerning the relation of words and thought, here is the definite assumption that words and thoughts, for the purposes of thinking, are identical. But if so, how can a foreign word be connected with a meaning or made identical with a familiar meaning without calling to mind the old associations? Clearly, that would be an impossibility; for the assumed identity of word and meaning would necessarily connect the foreign and native words.

The following seems to me a reasonable explanation of how the fear of "intervention" got started. There have been two chief causes. First, teachers were—and probably still are—talking entirely too much to their classes in the native tongue, spending entirely too much time on grammatical drill and translation. The native language was in the eye and ear of the student almost to the complete exclusion of the foreign language as actually spoken or written. What could be more natural than a reaction against this method, a desirable and healthy reaction, one which seems to have occurred many times. But unfortunately this reaction in recent decades has gone to absurd extremes, now probably becoming more moderate, but leaving behind among most of those

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child associating with groups speaking many languages may "learn several languages." The facts are that ordinarily even an exceptionally gifted child requires fifteen to twenty-five years to gain a reading knowledge of his native tongue which will enable him to read and understand, say the works of Thomas Hardy; that one who already has such a command of English may learn to read in German the works of Thomas Mann within two years by spending as much as an average of two hours a day studying the language; that after acquiring this reading knowledge, if associated only with those who speak German, one may acquire conversational ease in a few weeks; in short that learning the native tongue is a long, arduous, very complex process, as much a matter of growing and developing physical organs as it is of learning, that it cannot have a great deal of similarity to the acquisition of a second tongue in early youth or later, and that learning a foreign tongue, insofar as one may learn it, requires comparatively a very short time.

few who have been reading and writing a magnified and distorted fear of "intervention."

Second, in the investigation of the formation of new habits, much has been said about the interference of similar old habits. But while there has been much consideration given to each separately, so far as language teachers are concerned the positive value of transference *as compared with* the negative value of interference has been entirely overlooked. And further, in this connection, there has been nothing illuminating said about language more than that, in at least one of its aspects, it is a habit. With our present complete ignorance of the psychic relations of native words to each other,<sup>9</sup> of native words to foreign words, and of words to objects and concepts, it seems inexcusable to make all the assumptions implied in the word "intervention." But there is at least one point where intervention has real and serious value. It seems impossible for those teachers who have formed certain habits of thinking to put aside the old phrases and the apparently logical connections and take an impartial view of the situation, just as it seems impossible to get some students to look at and listen to a foreign language. Some may be satisfied by explaining such a situation with the word "intervention." Others unacquainted with modern educational theory may prefer to call it stupidity. I, however, wish to pass on without attempting to examine further the value and meaning of either label.

But there is another side to the picture. There are many teachers who have this same doubt about the reality of "intervention"; there are many who insist that the consciousness of the mother tongue in the mind of the student is inevitable, certainly during the first one or two years of study; and that it is also highly desirable, indeed absolutely necessary to keep the foreign language constantly in his eye and ear and mind. Now it is not reasonable to ask whether in learning to read it might not be desirable, at least for some groups, to help the student get the meaning more quickly and perhaps more securely by allowing him to get it in a

<sup>9</sup> E.g., can one speak of "intervention" when learning synonyms or when acquiring new words with slightly different shades of meaning?—Here are cases in which intervention might occur if the mind be regarded as a network of firmly fixed paths, but as a matter of fact, the very opposite of intervention is apparently what takes place.

connected instead of a disconnected fashion, from reading a faithful translation on the opposite page instead of a word list? Why has this question not been subjected to careful investigation?<sup>10</sup> Why this apparent lack of effective interest in improving methods and materials?

Now I believe we have reached the heart of the matter. I believe the greatest trouble with language teaching in this country has been that we have not had enough good teachers who have been primarily interested in teaching languages and able to give their time and attention to the problems involved. Judging from the results of teaching,<sup>11</sup> there have been comparatively few who have thought teaching itself, especially beginners' courses, of any particular importance. One does not have to go far to find the reason. It is common knowledge that the only way at present to get ahead in the profession is to become a philologist or a literary specialist. The teachers of beginners' classes in colleges and universities, especially the larger ones, are often instructors whose only reason for teaching is that it gives them a comparatively easy job and a salary to live on while working for a degree, and an opportunity to publish scholarly articles which bring advancement in pay and rank and the opportunity to teach literary or philosophical courses. If a particularly promising and conscientious instructor begins showing too much interest in his classes, and as a consequence starts falling off in his "productive scholarship," he is likely to be called into conference by his sympathetic superior and informed that he had better get busy and publish something,—which, being interpreted, means that more than the minimum time spent on teaching is wasted; that the instructor's only chance for advancement is research and publication—which incidentally also brings honor and glory to

<sup>10</sup> There is a considerable body of experimental evidence on the aid of a connected meaning to memory, and the economy of learning in wholes. But obviously the question asked here can be adequately investigated only by experimental work with bilingual texts in classrooms. See Meumann's *Ökonomie und Technik des Gedächtnisses*—there is an English edition, but the latest German edition (1920) gives much additional bibliography. There ought to be a great deal more of information bearing on these points, but I know no later work which gives nearly so much as Meumann's.

<sup>11</sup> M. V. O'Shea, *The Reading of Modern Foreign Languages*. Bureau of Education Bulletin, 1927, No. 16.

the superior and his department. It has apparently never occurred to many modern language departments that the problems of teaching language are just as important and should receive just as much consideration as the other interests now preferred. In my opinion, just at the present time there is far greater reason for interest in the problems of language teaching and far more room for really important contributions to our knowledge.

Is there any feasible way to approach a solution of the problems raised in this article, and possibly ultimately to improve modern language teaching and the opportunities for self-instruction? It seems to me that procedure along the following lines might be worth consideration.

1. The establishment of at least one, and if possible two or three permanent organizations in this country, to be operated by language teachers and psychologists, designed to promote, criticize, and offer advice in experimental work. Certainly there are at least two or three educational institutions, besides the language associations, which are able to carry the little additional expense involved in forming and operating such organizations. For some purposes, of course, it might be necessary to raise considerable sums of money, as I believe was done by the Modern Language Study.<sup>12</sup> It is my understanding that this organization will continue to function after its present schedule is completed. It seems to me imperative to the interests of teaching and of the public which wishes to learn, that this or others like it should be made permanent—possibly not so expensive or so elaborate at the start. It seems to me also highly essential that the efforts of teachers over the country to conduct experimental work should be encouraged and organized and criticized and strengthened in every way possible. For it is finally the individual teacher on whom the

<sup>12</sup> In attempting to stir up some interest in the investigation of the value of bilingual texts I have had the results of Professor Buswell's *Laboratory Study of the Reading of Modern Foreign Languages* (conducted as a part of the inquiry undertaken by the Modern Foreign Language Study) called to my attention both as offering proof and disproof of the value of bilingual texts. After reading this study I am unable to see how it bears at all directly on this question. So far as the principle is concerned it would seem that bilingual texts might be used with various forms of the direct method just as well as texts with foreign-native vocabularies and notes in English. At any rate, I feel sure Professor Buswell would be the last one to suggest the final validity of his report and the lack of need for repetition both of the study he made and similar studies.

responsibility rests. If he cannot be interested, if he cannot be persuaded to make any effort without pay in advance, the situation is a hopeless one. But the teacher can be interested; many are already interested and are making intelligent efforts so far as their individual powers will let them go. The situation, however, requires more than individual effort; it requires competent advice and responsible encouragement, widely supported by organized and consistent effort.

2. The various possible methods of instruction and arrangements of materials might be described and classified and given a suitable nomenclature. Then, so far as feasible, they might be tested with various classes for 1) comparative efficiency in the attainment of such major ends as reading or speaking, and for 2) comparative efficiency in developing abilities not aimed at primarily. The testing of interlinear, facing page, and other forms of bilingual arrangements in developing a reading knowledge would come within the scope of this proposal.

3. There should be some especially careful and comprehensive critical attention given to the commercial and self-instruction methods. Language teachers might possibly learn something from studying a system as old and successful as the Toussaint-Langenscheidt system—to mention only one of the best. On the other hand, language teachers ought to take some steps to help protect the public against fraudulent or poor methods.

4. No experiments should be considered complete until repeated at widely separated intervals by the same and by different experimenters, with the same and different groups of subjects, all other conditions being as nearly as possible identical; that is, the reliability of the experimental work must be tested by the experimenters themselves more carefully than has yet been done. It is inexcusable for teachers to accept as reliable, results secured from experiments as conducted heretofore. It is inexcusable to make the assumption that experimental work has been carefully and completely and accurately reported. More teachers are needed with the knowledge, critical equipment, and interest to examine and criticize experimental reports and systems supported by such reports.

5. The teachers themselves should take the initiative in organizing this work. They should familiarize themselves with mod-

ern psychological theories and methods, they should insist on the coöperation of psychology teachers, their institutions, and their publishers. They should not let the efforts to improve methods fall entirely into the hands of education departments, though I believe they might well adopt a more tolerant attitude toward both this group and individuals like myself — both may have something to contribute.

6. Language teachers should learn more about the history of their profession. Ignorance of methods and materials, used both in the past and the present, is entirely inexcusable and a glaring defect in modern language teachers. This ignorance explains to some extent the monotonous repetition of claims for "new methods," the repetition of old errors and old catch phrases, and the general lack of real improvement in methods and materials. The fact that there is no comprehensive history of the profession, of its methods and materials, has already been mentioned; it is interesting to note that probably the best volume on the subject, Aronstein's *Methodik des neusprachlichen Unterrichts*, Volume I, so far as I have been able to discover is practically unknown in this country. There should be at least one comprehensive historical-critical account of the subject from the earliest times. There might also be a series of reprints of methodological interest, including accounts of experiments which are now unavailable except in a few large libraries.

7. And finally, those interested in teaching, and those paying the bills for teaching, should demand that the present one-sided standards for advancement in the profession be modified, that teaching itself and the processes of teaching be given due attention and recognition.

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## A VOCABULARY COUNT BASED ON THREE GERMAN DRAMAS

ALL language teachers recognize that one of the most important phases of their work is the selection of material for reading, and the proper gradation of this material. In selecting this material a leading question should be, what is the size and kind of the vocabulary, and what will be its use and applicability in regard to the next texts to be studied? If the vocabulary used in the earlier texts can be used and recognized in the more advanced work, then the pupil is really reading and comprehending, he becomes encouraged and has a growing sense of mastery. If the new text does not link up with the earlier ones but is a revelation of new and unknown words, which must be hunted up in the dictionary (or vocabulary) and then very rapidly assimilated, even the best pupils become disheartened.

It is generally granted that in most of our modern language teaching our aim is to give the pupils a ready mastery of the reading text, and an ability to enjoy the thought of the author. In order to do this the first essential requirement is the building up of a basic vocabulary, on the part of the student. Such an accumulation is a matter of time and repetition, it is constantly valuable; thus any studies which we may make, in order to improve our methods and to assist the pupil, are worth the effort put into the work.

Practically every syllabus or outline of German Courses, whether it be for high school or college, mentions as part of the required study Lessing's *Minna von Barnhelm*, Schiller's *Wilhelm Tell*, and *Die Jungfrau von Orleans*. Rarely is there any idea of gradation or any statement as to the order in which these may best be read. A comparative study of the vocabularies of these three texts, merely from the numerical point of view, yielded some rather interesting results.

The texts\* used for the figures were those which happened to be directly at hand on the book shelves. The numbers given are

\* Lessing's *Minna von Barnhelm*. Edited by Philip Schuyler Allen, Chas. E. Merrill, N. Y. Schiller's *Wilhelm Tell*. Edited by Arthur H. Palmer, Holt and Co. N. Y. Schiller's *Jungfrau von Orleans*. Edited by W. W. Florer, Amer. Book Co. N. Y.

stated in round numbers and not with mathematical exactness, because the vocabularies of the three texts used were not arranged according to the same system. Some gave all the verbs and the separable prefixes, others did not; some gave the form of the past participles, others included it with the infinitive forms. An attempt was made to equalize these variations.

The following data were secured:

Minna, vocabulary,	2820	words,
Tell,	"	3350 "
J.v.O.,	"	3620 "

		<i>Words in common, Words common to all.</i>
Minna, 2820		
Tell, 3350	}	1120
Minna, 2820		
J.v.O. 3620	}	1200
Tell, 3350	}	1620
J.v.O. 3620		920

The 920 words that are common to all three texts are largely words that may be accepted as a fundamental working vocabulary, learned in elementary reading. In reading "Minna" the pupil must recognize 1900 new words not learned in the basic vocabulary of 920.

When taking up "Tell," there would be found 1120 words which had been found in "Minna," but 1700 words which had been used in it would not recur, while 2230 new ones would appear. If the pupil advances from his 920 basic words to the "Minna" he adds 1900 words to his list, and if he then takes up the "Jungfrau," he finds that 1200 old words will recur there but 2420 new words must be acquired, and 1620 words that he has learned to comprehend will not recur. If the pupil leaps from the elementary work to read either one of the Schiller dramas, as is so often done in high school and college, then he is expected to comprehend over 2400 new words, to say nothing of the difficulties of poetic

construction, inversions, and grammatical and syntactical obstacles, for which his examinations hold him responsible.

The pupil is often told, "O, just read it rapidly and get the idea," but in these cases he can't see the woods for the trees, he can't get the idea, because of the flood of new words which bring absolutely no connotation to him. We must remember that much of this work really is done rapidly and not under the daily supervision of the teacher. If any of us were given an English play to read (English being our mother tongue), and in it we found from two thousand to twenty-four hundred English words which we never had seen or heard spoken, how much interest would we take in its literary value, and how clearly could we outline its main ideas? More than that, the student must be able to translate clearly and correctly. He must know the words. Outlining the plot is not enough. The State Board, the Regents, or his own school examinations demand that he give translations. Therefore the number of words in the vocabulary of a drama or story has a very direct bearing on the burden placed upon the pupil. The mere statement of the figures here brought out lets us see more clearly what demands we are making on our classes.

The proportion of words that are common to both the "Tell" and the "Jungfrau" is unusually high, as might be expected of works by the same author. They seem to show very clearly that in a Schiller course, the pupil will work to much better advantage, if he reads the "Tell" first, rather than in reverse order, since nearly one half of the "Tell" words are found in the "Jungfrau" but only one third of the "Jungfrau" words are found in the "Tell."

Such a numerical analysis as this may seem far away from the real spirit and beauty of the texts themselves, but it was undertaken with the thought of preserving that beauty and spirit, by introducing these dramas in the proper place in the curriculum, so that the mere mechanical effort of the pupils does not exhaust them to the point of fatigue. How much literary appreciation is left, when a pupil has to hunt up twenty words to the page? We prescribe these texts, and then in a few short weeks, we expect the classes to understand clearly, translate fluently, discuss the plot, geography, author, and to appreciate

to some degree! The pupil tries to do all this and has fifty per cent of his attention riveted upon the final examination. If we are to help him, certainly greater attention must be given to the size and to the gradation of the vocabularies of our selected texts, or what should be a "Wortschatz" becomes a "Wortlast."

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## DOCTORS' DEGREES IN MODERN FOREIGN LANGUAGES, 1928-29

Following is a list of recipients of the degree of Doctor of Philosophy from American universities during the academic year 1928-29 with majors in French, German, Spanish, Italian or related fields, together with dates and sources of previous degrees, fields of study, and titles of the respective theses. Degrees are not listed unless actually conferred during the academic year. Unless otherwise indicated, degrees were conferred in June, 1929.\*

HENRY GRATTAN DOYLE

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UNIVERSITY OF CALIFORNIA—*Leavitt Olds Wright*, A. B., Harvard University 1914; A. M., ibid., 1915; (Spanish, Romance Philology): "A Study of the History of the -ra Verb-Form in Spain."

THE UNIVERSITY OF CHICAGO—*Ronald Alexander Allen*, A. B., University of Toronto, 1921; A. M., ibid., 1922; (Germanics) August, 1928: "Militarism in German Drama since 1889." *Minnie Luella Carter*, Ph. B., Oberlin College, 1898; A. M., University of Chicago, 1916; (Germanics) August, 1928: "Studies in the *Scala Celi* of Johannes Gobii Junior." *Clarence Raymond Decker*, A. B., Carleton College, 1925; (Comparative Literature) August, 1928: "The Attitude of English Literary Critics toward Foreign Realism from 1885-1900." *Sherman Hinkle Eoff*, A. B., University of Texas, 1920; A. M., ibid., 1924; (Romance): "The *Patrónuelo* of Juan de Timoneda; An Edition with Introduction and Notes." *Erwin Escher*, A. M., University of Chicago, 1919; (Romance) August, 1928: "The Direct Method of Studying Foreign Languages: Part I, Antecedents of the Direct Method to the End of the Seventeenth Century." *Joseph Guerin Fucilla*, A. B., University of Wisconsin, 1921; A. M., ibid., 1922; (Romance) August, 1928: "A study of Petrarchism in Spain during the Sixteenth Century." *John Bernard Fuller*, St. Michael College, Steyl, Holland, 1903; St. Gabriel University, 1920; (Germanics): "Hilarii Versus et Ludi." *Fang-Kuei Li*, A. B., University of Michigan, 1926; A. M., University of Chicago, 1927; (Comparative Philology and General Linguistics) Autumn, 1928: "Mattole, an Athabaskan Language." *Minnie May Miller*, S. B., Kansas State Normal College, 1919; A. M., University of Chicago, 1923; (Romance) August, 1928: "The English Influence in the *Choix des anciens Mercures et des autres journaux* (1757-1764)." *Clarence Harvey Mills*, A. B., Dartmouth College, 1918; A. M., Harvard University, 1920; (Romance) August, 1928: "Wace's *Vie Saint Nicholas*: A Provisional Text, with Vocabulary." *Margaret Pitkin*, A. B., Swarthmore College, 1925; (Romance) August, 1928: "A Literary Biography of Sir Gawain."

COLUMBIA UNIVERSITY—*Juan Cano*, A. B., Universidad Pontificia de Toledo (Spain), 1909; A. M., Columbia University, 1919; (Romance Languages): "La *Poética de Lucán*." *Leon Feraru*, Bachelier en Droit, Univ. of Montpellier (France)

\* It is hoped that this list is correct and complete. The Modern Language Journal will be glad to publish additions or corrections, however, and will welcome notes as to publication of theses, teaching appointments, etc. Address the Managing Editor.

1911; Licencié en Droit, Univ. of Montpellier (France) 1911; (Romance Languages): "The Development of Rumanian Poetry." *Evie Margaret Grimes*, A. B., McGill University, 1911; A. M., ibid., 1913; (Romance Languages): "The Lays of Desiré, Graelent and Melion." *Gunther Keil*, A. B., Columbia University, 1913; A. M., ibid., 1924; (Germanic Languages): "Max Kretzer." *Helen Eastman Manning*, A. B., Elmira College, 1912; A. M., Columbia University, 1916; (Romance Languages): "La Vie de Saint Thibaut." *Gino Vincent Medici de Solenni*, A. B., Ohio State University, 1914; A. M., ibid., 1915; (Romance Languages): "Lope de Vega's *El Brasil Restituido*." *G. Oscar Russell*, A. B., Brigham Young University, 1916; A. M., Columbia University, 1918; (Romance Languages): "The Vowel."

HARVARD UNIVERSITY—*Charles Anthony Knudson, Jr.*, S. B., Dartmouth College, 1924; A. M., Harvard University, 1925; (Romance Philology) February, 1929: "Antoine de la Sale." *Charles Mitrani*, A. B., University of California, 1916; A. M., ibid., 1917; (Romance Philology): "A Study of the Works of Madame de Souza." *Lucius Gaston Moffatt*, A. B., Erskine College, 1921; A. M., Harvard University, 1928; (Romance Philology): "A Physiological and Historical Study of Preconsonantal *l* in the Romance Languages." *Fred Otto Nolte*, A. B., Harvard University, 1915; A. M., ibid., 1916; (Germanic Philology): "The Rise of the Middle Class Drama, 1696–1772." *Victor Whitehouse*, A. B., Columbia University 1916; A. M., ibid., 1917; A. M., Harvard University, February, 1929; (Romance Philology): "The Theory of the Divine Right of Kings in the Spanish Drama of the Golden Age."

UNIVERSITY OF ILLINOIS—*Margie Nickelson Burks*, A. B., Wesleyan College (Georgia) 1905; A. M., University of Illinois, 1926; (Spanish): "Fábulas en verso castellano (1781) por D. Félix María de Samaniego. Books I-II, Critical, Annotated Edition." *Percy Griffith Evans*, A. B., Boston University, 1919; A. M., ibid., 1924; (Spanish): "A critical annotated edition of *El Passo Honroso de Suero de Quiñones*, by Pero Rodríguez Delena." *Paul Émile Jacob*, Brevet d'Enseignement, Neuchâtel, Switzerland, 1909; A. M., University of Illinois, 1926; (French): "Remy de Gourmont." *Arabella Lorraine Pierson*, A. B., Transylvania College, 1916; A. M., ibid., 1917; A. M., University of Chicago, 1922; (French) February, 1929: "Jeanne d'Arc in French Drama, 1890–1928."

JOHNS HOPKINS UNIVERSITY—*Alice Virginia Cameron*, A. M., Johns Hopkins University, 1928; (Romance Languages): "The Influence of Ariosto's Epic and Lyric Poetry on Ronsard and His Group." *Maurice Chazin*, S. B., New York University, 1925; A. M., ibid., 1926; (Romance Languages): "French Culture as Reflected in the Atlantic Monthly, 1857–1900." *Lancaster Eugene Dabney*, A. B., University of Texas, 1922; A. M., ibid., 1924; (Romance Languages): "Claude Billard, A Minor French Dramatist of the Early Seventeenth Century." *Olga Pauline Longi*, A. M., University of Minnesota, 1925; (Romance Languages): "Le Sentiment de la Patrie dans l'Oeuvre de Chateaubriand et de son Groupe Littéraire." *Alpha Loretta Owens*, A. B., University of Kansas, 1901; A. M., ibid., 1903; (Romance Languages): "The Life of the Child as Studied Primarily in the French Drama before 1550." *Richard Alexander Parker*, A. B., Johns Hopkins University, 1921; (Romance Languages): "Claude de l'Estoile, Poet and Dramatist, 1597–1652; with a Critical Edition of his *La Belle Esclave, Tragi-Comédie*." *Louise Cleret Seibert*, A. B., Goucher College, 1920; (Education): "A Series of Experiments on the Learning of French Vocabulary."

UNIVERSITY OF MICHIGAN—*Hilbert Theodore Ficken*, Ph. D., Baldwin-

Wallace College, 1908; A. M., *ibid.*, 1910; (German): "The Religious Development of Schiller Previous to the Year 1790." *Aloysius Joseph Gaiss*, Ph. B., Alfred University, 1918; A. M., *ibid.*, 1921; (German): "A Collation of the *Codex Argenteus* and the *Codex Brixianus*." *George John ten Hoor*, A. B., University of Michigan, 1924; A. M., *ibid.*, 1926; (German): "James Harris and the Influence of his Aesthetic Theories in Germany."

UNIVERSITY OF MINNESOTA—*Olav K. Lundberg*, A. B., St. Olaf College, 1916; A. M., University of Minnesota, 1923; (Romance Languages): "Charles Collé: Life and Works." *Harry de Veltheim Velten*, A. B., Germany, 1916; A. M., University of Minnesota, 1927; (Comparative Philology): "Studies in the Gothic Vocabulary with Especial Reference to Greek and Latin Models and Analogues."

NEW YORK UNIVERSITY—*Edgar Ott Richards*, A. B., Harvard University, 1920; A. M., *ibid.*, 1922; (French): "Remy de Gourmont and the Doctrine of Literary Idealism."

UNIVERSITY OF NORTH CAROLINA—*George Ward Fenley*, A. B., Baylor University, 1921; A. M., *ibid.*, 1924; (French and Spanish): "The *Roman de la Rose* in the Middle French Period."

NORTHWESTERN UNIVERSITY—*Ethel Vaughan*, A. B., Wellesley College, 1904; A. M., University of Kansas, 1923; (Romance Languages): "*El Viage Entretenido* by Augustín de Rojas; A Possible Source of *Le Roman Comique* by Paul Scarron." *Andreas Johannes Friedrich Ziegelschmid*, A. B., Northwestern University, 1927; A. M., *ibid.*, 1927; (German): "Zur Entwicklung der Perfektumschreibung im Deutschen."

RADCLIFFE COLLEGE—*Anita Winifred Ford*, A. B., Radcliffe College, 1923; A. M., *ibid.*, 1924; (Romance Philology): "Studies in the Dramatic Proverb, with special emphasis upon Carmontelle."

THE UNIVERSITY OF WISCONSIN—*Robert Taylor Dunstan*, A. B., Trinity (Duke), 1921; A. M., University of Wisconsin, 1923; (Spanish, French) Summer, 1928: "A critical edition of Fernández de Heredia's translation into Aragonese of Guido Delle Colonne's *Cronica Troyana*." *James Homer Herriott*, A. B., University of Kansas, 1929; A. M., *ibid.*, 1924; (Spanish, French): "A Spanish translation of Recension-J<sup>2</sup> of the *Historia de Preliis*." *Albert Eddy Lyon*, A. B., University of Michigan, 1908; A. M., University of Wisconsin, 1914; (Spanish, French): "The *Artículo de Costumbres* in the periodicals of Madrid, 1700-1808." *Agapito Rey*, A. B., University of Michigan, 1921; A. M., *ibid.*, 1922; (Spanish, French): "Leomarre, *Sumas de Historia Troyana*, edición, prólogo, notas y vocabulario." *Stanley Walker Rockwood*, B. S., Dartmouth College, 1911; A. M., University of Chicago, 1920; (French, Spanish): "A comparative study of the works of Pierre Loti and Joseph Conrad." *Mariele Rosalia Schirmer*, A. B., Milwaukee-Downer, 1910; A. M., University of Wisconsin, 1911; (German, French): "American Criticism of German Naturalistic Drama." *Marguerite H. Treille*, A. B., Ripon College, 1919; A. M., University of Wisconsin, 1920; (French, Spanish): "Conflit dramatique en France de 1823 à 1830 d'après les journaux et les revues du temps."

YALE UNIVERSITY—*Thomas Goddard Bergin*, A. B., Yale University, 1925; (Romance Languages): "Giovanni Verga: A Literary Biography." *Ruth Caroline Gillespie*, A. B., Smith College, 1921; A. M., Yale University, 1924; (Romance Languages): "Authorship and Sources of *Nuestra Señora de la Peña de Francia* and its Relation to *La Peña de Francia* of Tirso de Molina." *Harold Merriam March*, A. B., Princeton University, 1917; (Romance Languages): "The Life and Works of Frédéric Soulié."

## Correspondence\*

### THE MOUSSIEGT- DICKMAN COMPOSITION

To the Editor of the *Modern Language Journal*:

In reply to the rather severe criticism passed upon our book, *Introduction to French Composition*, by Miss Laura Johnson, I should like to make the following points.

1. We have received letters from a good many teachers who like the new features of our book and think they will give students an incentive to work.

2. As for the assertion that the authors, in trying to be original, have forgotten all the fundamental principles of teaching, allow me to say that this is no new or original method: it is the method which has been used from time immemorial in French schools to teach children how to express themselves, first in French, then in a foreign language. And as a rule French children have a better command of English at the end of their school days than the average American student has of French.

3. We have ourselves employed this method with success, and are willing to submit its effectiveness to the test of actual use.

ADOLPHE J. DICKMAN

*University of Iowa*

### A PROTEST

N. Y. April, 25 1929.

Dear Sir:

Is our Modern Language Review devoted to all modern languages or only and especially for German? I never read so much German propaganda. It would be better to call it right now the "*German propaganda Review*." As for Sir or Lord E. Percy his statement about the German language can not be prooved (*sic*). It is a fake invention, as those ones so well made up by the Germans during the war.—I have never read in the English reviews I have been receiving, any of those glorious sentences pronounced and published by his *Lordship*. Of course we know that God speaks German, and that the moon's inhabitants speak German . . . . We know all that, but it could be put in reviews which are not reserved for independant (*sic*) subjects, in reviews for which the teachers in Spanish, French, Italian, etc are paying

\*The Editors welcome short communications on topics of interest to teachers of modern foreign languages. Please send such items to the Managing Editor.

Since 1/2 of England speaks or read French and that German, since the war was suppressed in all English schools excepted colleges. His lordship may have said that the first thing to re-establish is German, but he never said that the German language was the greatest in the world, the most sublime, the most triumphant, the glory of the Univers (*sic*) the most . . . the very most . . . Can I get back my money?

Truly yours,  
D. L. KLINE or KLING

(Our correspondent, who gives no address, and whose name is illegible, is referring to an item printed in our Foreign Notes last April, p. 570, which we took from our sister-periodical, *Modern Languages* (London), where it was included in the editorial department, see the issue for February, p. 5. We assure Mr. Kline or Kling that if he will send us his name and address we shall be delighted to send back his two dollars. B. Q. M.)

#### GOETHE IN CHINESE

München, April 21, 1929.

To the Editor of the *Modern Language Journal*:

In your issue for November 1927, p. 139, there is a note on a translation of Goethe's *Stella* into Chinese, said to have been made by Professor Yang. Permit me to advise you that there is an error here. The translation was not done by Professor Yang, but by the undersigned. In addition, I have also translated Goethe's *Clavigo* and Frank Wedekind's *Friihlings Erwachen* into Chinese. All three translations have been published by the Commercial Press in Shanghai.

YÜAN CHI TANG

(NOTE. Our correspondent wrote in German, but we have translated his letter for the benefit of those who do not read German readily and yet might be interested in the matter.)

#### SPIKING OUR GUNS

To the Editor of *The Modern Language Journal*.

In response to your editorial in the April issue of *The Modern Language Journal*, I should like to say that we language teachers have unwittingly been spiking our guns for years. Our methods have been, and still are, quite slipshod, characterized by a general aimlessness which gives the impression that we ourselves are not absolutely certain as to what we are trying to accomplish. We waste the limited amount of time available to us in trying to teach the student to speak the language, to write it, to read it, and to understand it when it is spoken to him. The result is a mere smattering

of each of these elements, and no mastery of any of them. Worst of all, the student becomes dissatisfied and convinced that his time is being wasted, and consequently refuses to continue his language work as soon as he has completed the courses required for graduation. We still use text-books based on methods that were in vogue when formal discipline was firmly believed in. The fact that this doctrine has long since been discarded seems to have escaped the cognizance of our editors. We refuse to stress social values, in spite of the general tendency of educators to insist that the subjects taught in our schools have that as their chief aim.

It is generally agreed that the greatest social value of language work, in so far as the large majority of our students are concerned, is the acquisition of a reading knowledge. With this in mind, language instruction during the first two years should be concentrated upon this single aim. The basic fundamentals of grammar should be mastered as rapidly as possible, but most of our attention should be directed toward the building up of a large passive vocabulary. No translating should be done: the student should learn to think in the language being studied. The material to be read, even during the first few weeks, should be selected from the foreign literature: a sufficient amount of easy and interesting material is available, without inflicting fairy tales and the like upon our students, an objectionable practice, which is all too prevalent today. Pronunciation need not be neglected, but there is absolutely no place or necessity for so-called composition work from English models. Courses in this can be provided later for the few who care to take them. These students will have sacrificed nothing during the first two years, for their progress in composition will be much more rapid and satisfactory, once they have acquired a good general background of vocabulary and grammar.

We should not be surprised that language instruction is under fire from the big guns in education. It has as yet failed to demonstrate that its returns to society are commensurate with its cost in time and money. We language teachers have failed to adapt our work to new standards set up by a changing world of education, which demands that our procedure and aims change with it. Our refusal to recognize this fact will result in our being run off the field. *Reformarse es vivir.*

WILLIAM WILSON

*University of Washington*

## Notes and News

**NOTE:** Readers will confer a favor on the Editor by calling his attention to matters suitable for inclusion in this department.

Changes in the personnel of Language Departments, developments in education affecting the modern languages, meetings of language teachers—these are of particular interest to our readers; but there are many other happenings of which language teachers would doubtless like to be informed. Please send all such communications to the Managing Editor.

Fellowships and scholarships for study abroad are more and more being concentrated in the hands of the Institute of International Education, 2 W. 45th St., N. Y., which now controls some 104 of them. Most of these are assigned in the first quarter of the calendar year, and as applications frequently call for considerable correspondence, it is desirable that candidates should get in touch with the Institute as early as possible. Special announcements will be made from time to time in these columns.

**Classroom publications** which may be used as supplements to the regular reading are fully deserving of our support and encouragement: they present attractive pictures of current events or other matters of interest, they give information as to what is going on in the foreign country, and the interest of their subject matter stimulates the student to read them, thus increasing his vocabulary, information, and reading ability. There are five of them now being published in this country: one for German and two each for French and Spanish. The German publication is "Das Deutsche Echo," pub. by Westermann, 13 W. 46th street, N. Y. Doubleday Page, Garden City, N. Y., puts out "Le Petit Journal" and "El Eco." J. de Mier, 230 W. 17th St., N. Y., publishes "L'Etudiant Français" and "El Estudiante de Español." These papers are different in character, and there would be no duplication in having full sets of both French journals in a given class. The cost is not excessive, and could be reduced by having pupils share in a single subscription.

The **Institute of International Education** continues to perform a variety of most valuable services in its chosen field, some of which are set forth in the ninth annual report of the director, dated December 1, 1928. Interesting statistics are presented showing the approximate number and the distribution of foreign students in the United States, constituting "what is perhaps the greatest student migration in the history of the world," since it involves not less than ten thousand students.

The Quinteros' "La Consulesa" was played this spring in Philadelphia by Eva Le Gallienne in English translation under the title of "The Lady from Alfaqueque."

**Must we revise our objectives** for elementary language work? Mr. Ralph W. Haller is one who seems to think so. In connection with his experimentation with informational material, he writes in the Penn. Bulletin for May: "I wonder whether linguistic attainments are really the most important aims to be sought for in the first two years of study. If it is true that approximately 75% of our pupils never get more than four terms [the percentage is actually higher than that] . . . is a meager knowledge of the language itself the most important objective for these pupils?" The present writer feels no call to settle this question; but there are ample indications that it is going to be asked more and more, and it might be well for us all to try to come to some decision in our own minds.

**Service centers** are gradually springing up, largely in response, no doubt, to the stimulating effects of the Modern Foreign Language Study. The latest one to come to our attention is the Modern Language Service Center of Miami U., the moving spirit back of which is Prof. C. H. Handschin. We have before us *Bulletin No. 1*, comprising a "Bibliography for Teachers of German" compiled by Prof. Handschin. Teachers are invited to write to the center regarding their needs and problems, and will receive all possible aid.

**International debates** with English-speaking lands are a familiar phenomenon; it is the honor of Yale University to have initiated this sort of exchange with a land of a different tongue. Three Yale students, we read in the *Bulletin of the Panamerican Union*, traveled to Porto Rico, accompanied by a member of the Spanish department, in order to debate in both English and Spanish with students of the University of Porto Rico.

**Guggenheim fellowships** for European study are already well known and eagerly sought after. Now the John Simon Guggenheim Foundation announces similar fellowships for the Republic of Mexico and certain countries of South America. Further details are as yet unknown to us, but may be had by writing to the Foundation at 551 Fifth Ave., N. Y. C.

A "**Handbook of the Modern Language Teacher**" in the Senior High schools of New York City" has been sent us through the courtesy of Mr. L. A. Wilkins, and we have examined it with interest. The handbook supplements the already existing *Syllabi* issued for the New York Schools, containing on the one hand general professional information which might apply to any high school teacher, on the other hand more personal advice and suggestion of particular value for the teacher of m.f.l. As it stands, the booklet (80 p.) would have comparatively little direct value for teachers in other city systems; but we should think that other large cities might well follow suit with pamphlets dealing with the same problems in accordance with local conditions.

**Reasons for the study of foreign languages** are given by Miss Lilly Lindquist in the *Detroit Educational Bulletin*, and these are reprinted in the New York Bulletin of High Points for May, p. 56. There is not much that is new to be said on this subject, but those who are following the literature of modern foreign language apologetics should add Miss Lindquist's remarks to the list.

The chief **Educational Boards and Foundations of the U. S.** are listed with a brief statement of their current activities by Henry J. Evans of the Bureau of Education as a part of the Biennial Survey of Education. While some funds for foreign travel and study are listed, we miss the Guggenheim foundation, one of the most important of such bodies. We should also expect to see the Institute of International Education appear in such a list as this. In short, the principle of selection seems to us not wholly clear.

The **fight against illiteracy** is a perennial one, and seems no less necessary today than in days gone by, for all our boasted progress. Statistics of illiteracy are conveniently assembled in Bulletin no. 4, 1929, of the U. S. Bureau of Education, compiled by James F. Abel and Norman J. Bond. Startling is the list of countries in which over half the population is illiterate, disconcerting the fact that we still have 6% of illiteracy in the U. S., according to the census of 1920. Language teachers should take a particular interest in this problem.

An **Interamerican Federation of Educational Associations** has been proposed by the president of the N. E. A., and the matter was discussed in connection with the last annual meeting at Atlanta. A committee was appointed to give the matter further consideration, under the chairmanship of G. L. Swiggett of the N. E. A., and it was decided to hold another meeting during 1930 at Havana, Cuba. This seems to us an interesting and desirable move, likely to have beneficial results for both sections of the American continents.

An important **donation to the Library of Congress** has been made by Archer M. Huntington, whose interest in Spanish and Spanish-American literature is well known. In addition to a considerable sum for the purchase of books in this field, Mr. Huntington has also established a fund, the income of which will pay the salary of a specialist in Spanish bibliography, whose chief duty it will be to build up the Spanish collections. The first incumbent is the former Spanish ambassador, Juan Riano y Gayangos, who will have at his disposal not only the above-mentioned funds, but also the income from a fund given by John D. Rockefeller, Jr., for the purchase of original documents relating to the early history of the Americas. It may be expected that in the course of a few years the L. C. will occupy a unique position with respect to the literature of these fields.

**Sixty scholarships in international law** have been founded at Harvard by a gift of \$500,000 from Chester D. Pugsley of the Westchester National Bank, Peekskill, N. Y. These are to be awarded to foreign students from various countries who come to study international law in the Harvard Law School; the nominations will be made in each country concerned by the Minister of Foreign Affairs or the Prime Minister.

**Admission requirements to state universities** are summarized in U. S. Bulletin No. 26, 1928, on "Accredited Secondary Schools in the U.S." No less than 20 states, it appears, have no foreign language requirement whatever; 16 require two units, 4 require 4 units, and Nevada requires 5 or 6 units. Only two states, Florida and South Carolina, still retain a Latin requirement. This is probably an indication of the future trend in the m. f. l.

**What do principals teach?** Some light is thrown on this question by an article in the *School Review* for June, which reviews the programs of 178 principals of smaller schools in New York. There is a striking predominance of science in these programs. The figures of total frequency run: Mathematics 105, Physics 90, Biology 46, History 46, Commerce 19, Chemistry 19, Physical geography 13, Latin 13, English 9, Agriculture 7, General science 5, French 4, Drawing 3, Music 1. Why does language bulk so small in this list? One could think of a variety of reasons for it. But the fact remains, and it is not without bearing on the language situation, that foreign language is for the most part remote from the professional interests of the high school principal—and the superintendent is more than likely to have been a principal. All the more reason why we should do everything in our power to keep our teaching up to a high standard, and to be reasonably aggressive in the defence and promotion of our subject.

**Language offerings for entrance to college** are included in some statistics furnished by F. A. Balyeat, who writes in the *School Review* on "Trends in College-Entrance offerings." The foreign languages are dealt with in a special table which gives percentages for 1907, 1917, and 1927, also in a joint table on p. 456. These tables indicate clearly the gradual waning of high-school work in language, assuming that the trends among college entrants are similar to those of their fellow pupils who do not go to college. Quite striking is the falling off in the presentation of 4 and 3 units of Latin: 48%, 23%, and 9% of the entrants offered 3 or 4 units in the three years cited; 2 units of Latin were offered by 42% in 1907, by 39% in 1927. Similarly, 4 or more units of foreign language were offered by 38% in 1907, 26% in 1917, 13% in 1927. Turning to the table which gives the average number of units offered in each subject, we find that English, History, and mathematics have pretty well held their own, that vocational subjects have increased enormously and perhaps ominously, and that

almost everything else has declined: Latin from 2.7 to 1.1, science from 2.4 to 1.6. The m.f.l. situation is less clear, since there was virtually no high school French and Spanish in 1907, and the World War reversed the figures for German and French-Spanish; however, there appears to be a slight drop from 1907 to 1927.

**Teaching devices** suggested by Frederic Spencer in *Modern Languages* (London) for April and May include the following. 1. Translation. Assign to each pupil, in addition to the full passage, the careful preparation of 10 or 12 lines of it; give a five-minute test at the beginning of the hour to check the general preparation, then have the lesson read through by selected pupils. This will save time for reading aloud or other work. 2. Reading of longer texts. Assign 75% of a normal lesson to the class, then assign each pupil an extra amount equivalent to the other 25%; this enables a class to make rapid progress. 3. Questionbox. In more advanced classes, reading a text of not too great difficulty, have each pupil hand in on a paper a notation of the passages which he did not fully understand. The discussion of these will be a sufficient treatment of the lesson.

**Two general language courses**, one suitable for 7th or 8th grade, the other for high schools or colleges, have been prepared by Helen S. Eaton, and are being issued by the International Auxiliary Language Association, 525 W. 120th St., N. Y. Both employ Esperanto as the teaching medium.

The **international language question** will not down, and there is no denying that it is a burning problem, especially in view of the steadily increasing internationalism of the world today. Thus a correspondent writes to the London *Times* about the meeting of the Union Internationale des Villes et Pouvoirs Locaux held at Seville last spring, pointing out the immense obstacle that the language barrier presented. A German's solution, which he cited, is a "doctored" and simplified English as a secondary international language; but a Frenchman immediately wrote to say that this suggestion would be unacceptable to France. Apparently there were few at the conference who favored Esperanto. Meanwhile the construction of new artifical languages goes merrily on. Is it out of place to suggest that we language teachers should attempt to grapple with this problem at some of our gatherings?

**French Realia** and sources of their supply are very helpfully set forth in a revised reissue of the list originally prepared by Mrs. Alice Dickson in 1925. The new list, which fills 17 long pages in typescript, can be had for 35 cents by writing Stephen Freeman, Middlebury College, Vt.

A **Harvard Council on Hispano-American Studies** has recently been established, consisting of J. D. M. Ford, *director*, A. F. Whitem, G. Rivera, S. M. Waxman, A. Coester, H. G. Doyle, S. E. Leavitt, and A. Torres-Rioseco. The council is now proceed-

ing to prepare a complete bibliography of the literature of the New World in both Spanish and Portuguese. While belles-lettres is the prime consideration, it is their intention to include also all possible items in the domain of political and economic history and of the fine arts; in fact it is their hope to make a complete record of printed books and articles and of MSS that concern the life of Hispanic America since the early days of discovery and colonization. The council invites the active co-operation of all persons interested in this field, and invites correspondence and information.

The **graphophone in the classroom** (see Miss Kunze's article in our April issue) has a further source of supply in Sperlings Phonotheke, Stuttgart, Germany, which supplied records in Bulgarian, Chinese, English, French, German, Russian, Turkish, and a number of other languages. Our informant writes that he has both French and German records, and that the latter are particularly fine.

**French railroad posters** and decorative travel maps are for sale at cost by the Study Travel Club, 1000 Union Trust Ave., Cleveland, O. The posters are collected each year in France. Three other maps are in preparation: French Music Centres, French Art Centres, and the Valois Romances of Dumas.

**Foreign lecturers** available through the Institute of International Education in New York include: **Marcel Aubert**, prof. of archaeology, lecturing, in French only, on Art and Architecture, available till December; **Peter Behrens** of Vienna, lecturing on the development of modern architecture in Germany and Austria; **Hans Tietze** of the University of Vienna, lecturing on Dürer; **Damaso Alonso** of the University of Madrid, lecturing on Spanish literature; **Concha Espina**, Spanish novelist, available till January, lecturing on modern Spanish literature; **E. Allison Peers**, University of Liverpool, available throughout the year, lecturing on Spanish history and literature. The lecturers available through the Alliance Française include: **Gaston Rageot** and **Robert de Traz**, Raoul Blanchard, Henry Guy, E. Gilson, Mme Aline Caro-Delvaille, Mme Adrienne d'Ambricourt, Mme A. T. Heaton, and Mme Marguerite Taggart.

#### NEBRASKA

Annual meeting April 18 and 19, Central High School, Omaha, with an attendance of about 35. Mme Chatelain of Central High presided. A French and a Spanish play given by high school pupils followed the dinner Friday night. Officers for the ensuing year include: President, Miss Schemmel; Sec.-Treas., Miss Bozell.

#### MICHIGAN

Mich. assoc. of M. L. T. Joint meeting with the Mod. Lang. Sec. of the Michigan Schoolmasters' Club April 25/7 at Ann

Arbor. One morning was set aside for observation of college teaching in order to afford high school teachers an opportunity to see what is expected of their students. There was also a textbook exhibit. The sectional meetings for French, German, and Spanish were given over to reports on the first two years' work in a selected group of high schools; these reports were then made the center of round table discussion.

Papers were presented at the Friday afternoon session: A critical discussion of recent recommendations relative to the study of modern languages, by Earle F. Gasar, Muskegon Junior College; A walk into Andorra, by R. Clyde Ford, Mich. State Normal College; A visit with Gerhart Hauptmann, by Walter A. Reichart, U. of Mich., who presented illustrations of Hauptmann and his home; Results of the modern foreign language study, by Prof. V. A. C. Henmon, U. of Wis., who stressed the need for definite objectives in beginning language work, advised a minimum of vocabulary but a thorough knowledge of it, and impressed his hearers by his calm impartiality. Officers for 1930: president, Jennie M. Coy, Jackson High School; sec.-treas. Walter A. Reichart.

#### NATIONAL FEDERATION

#### Central West and South

Twelfth Meeting, May 10/11, Palmer House, Chicago. Arthur G. Bovée, presiding. Friday evening, program of entertainment. Saturday, 9 A. M. A general language course as a prerequisite to foreign language study by Lilly Lindquist, Detroit (to be published in this Journal); Some aspects of the modern foreign language study, by Algernon Coleman, U. of Chicago. Lucheon, with addresses. Section meetings at 2:30. French: First year class, vocabulary lesson, Katharine Slaught, Hyde Park High School; Second year class, grammar by the direct method, A. G. Bovée; Third year class, a dictation lesson, Ruth Maxwell, Oak Park High School. German: Teaching reading by the direct method, Mrs. A. R. Dillon, Calumet High School; Deutsche Kulturkunde, Elfrieda M. Ackermann, Waller High School. Spanish: The rôle of songs and the phonograph in the teaching of a foreign language, Mrs. Grace López-Díaz, Crane High School; La literatura española como base para el desarrollo de carácter, Edith Cameron, Waller High School; A lesson in first semester Spanish, Nathan Schreiber, Crane Junior College, Chicago.

**Wm. A. Clarke** of the Jas. Monroe High School, New York, has accepted the editorship of *El Eco* published by Doubleday, Doran & Co.

**Carl A. Krause**, teacher of German in the Jamaica High School, New York, died very suddenly in June. He was widely known for his advocacy of the direct method in modern language teaching.

**Guggenheim fellowships** granted for 1929 include: **George R. Havens**, prof. of romance lang. at Ohio state, to prepare a catalog of Voltaire's library in Leningrad; **Raphael Levy**, inst. in French, U. of Wis., to copy and publish material of value for Old French lexicography contained in seven unpublished French MSS, written in Hebrew characters, housed in Paris, Berne, Leipzig, and Parma. **Harry Slochower**, inst. in comp. lit., C. C. N. Y., to make a study of the infiltration of Schopenhauer's pessimism into German literature. **Frederick C. Tarr**, assoc. prof. of Spanish, Princeton, to make a study, in the libraries of Spain, of the origin and development of the *Aarticulo de costumbres*. **John Van Horne**, prof. of Spanish, U. of Ill., to study the relations between the Italian and Spanish art epics of the Renaissance, chiefly in Spain.

**American Field Service Fellowship** awards for 1929-30 include: **Wm. R. Quynn**, inst. in French, Amherst, who will complete a thesis on Guez de Balzac and study at the Sorbonne; **Paul C. Snodgress**, asst. in Rom. lang. at U. of Ill., who will prepare critical studies in the later period of modern French lit.; **Wm. T. Bandy, Jr.**, (renewal), working at the Sorbonne under Baldensperger for the doctorate on *L'Evolution de la critique baudelairienne*.

### Personalia

The plan initiated in our October number for 1928 is again followed in this volume, without substantial modification. It is practically certain that many changes, some of them of wide interest, have not been brought to our attention. We request our readers to send in such additions as may be known to them for publication in later issues of the Journal.

#### ALABAMA

*Birmingham-Southern Coll.*—**Antony Constans**, formerly of Yale, is prof. and head of the French and Italian dept. New additions to the dept. are **C. E. Cannon** as asst. prof., coming from graduate study at Columbia, and **J.-P. Pradervand**, who comes from the U. of Lousanne, Switzerland. **Paul Spurlin** has resigned in order to do further study abroad.

*Athens Coll.*—**William E. Patterson** transfers in from Mt. Holyoke as prof. of French.

#### ARIZONA

*U. of Ariz.*—**J. D. Fitz-Gerald** transfers in from the U. of Ill. as prof. of Rom. philol. and head of the dept. of Spanish.

## CALIFORNIA

*U. of Southern Cal.*—**Kenneth M. Bissell** goes on leave to France for the year 1929-30. **John F. Griffiths** transfers in from Kansas U. as asst. prof. of Spanish.

*Oakland City Coll.*—**Elsa Mae Tyndall** transfers in from Martha Washington Coll. as prof. and head of the mod. lang. dept.

*U. of Cal.*—**Rudolph Schevill**, prof. of Spanish, and **Charles E. Kany**, asst. prof. of Spanish, both go on leave to Europe for the year 1929-30. **George B. Marsh** transfers out to Washington U. as asst. prof. of Spanish. **Arnold H. Rowbotham** transfers in from the U. of Ore. as asst. prof. of French. **Albert L. Guérard**, prof. of gen. lit. at Stanford, is to give one course of lectures this year. **Camillo P. Merlino** transfers out to Bryn Mawr as assoc. in Italian. **William Girard**, French, goes on leave to Switzerland and France for the year 1929-30.

*Coll. of the Pacific*, Stockton.—**M. Ruth Smith** transfers in from the U. of Wis. as head of the mod. lang. dept. **Abel Alarcón** transfers in from Chile (Instituto Americano y Concepción, (Concepción) as assoc. prof. of mod. lang. **Walter Gieseke** transfers in from Stanford as asst. prof. of mod. lang.

*Dominican Coll.*, San Rafael.—**Madaline W. Nichols** transfers in from Grinnell Coll., Iowa.

*Stanford*.—**W. L. Schwartz** returns in September from leave of absence during the spring and summer quarters.

## COLORADO

*U. of Colo.*—**Stuart Cuthbertson** returns in Sept. after a year's leave spent at Stanford. **Robert M. Snyder**, inst. in Rom. lang., has resigned to continue his studies in France. **Mrs. Rosetta B. Wolcott** has been appointed asst. prof. of Rom. lang. **Roy A. Cox** has been appointed inst. in Rom. lang.

## CONNECTICUT

*Trinity Coll.*—**Wheeler Hawley** transfers in from Blake School, M'pls., as inst. in Rom. lang., substituting for **Louis H. Naylor**, who goes on leave for one year to Johns Hopkins for further study.

*Yale U.*—**Antony Constans** has transferred out to Birmingham-Southern Coll. as prof. and head of the French and Ital. dept. **H. Wilder Bentley** goes to U. of Mich. as inst. in Italian. **H. J. Weigand** comes from the U. of Penn. as prof. of German lit.

## DELAWARE

*U. of Del.*—**Honoré Clément Nemours** transferred in from Swarthmore in 1928 as assoc. prof. of French. **Lula M. Richardson** transferred to Wells Coll. in 1928 as asst. prof. of French.

## DISTRICT OF COLUMBIA

*Geo. Washington U.*—**Irene Cornwell** transfers in from the U. of Wis. as asst. prof. of French.

## FLORIDA

*State Coll. for Women.*—**Dorothy Blackman** transfers out to Southwestern Coll., Kan., as prof. of French.

## ILLINOIS

*U. of Ill.*—**Paul K. Cressman** transfers out to Mt. Union Coll., Ohio, as prof. of German and asst. prof. of English. **Alphonse V. Roche** transfers in from Wash. State Coll. at Pullman. **Louis Cons** transfers out to Swarthmore Coll. as prof. and head of the Rom. lang. dept. **D. S. Carnahan** returns to his duties from his sabbatical year. **J. D. Fitz-Gerald** transfers out to the U. of Ariz. as prof. of Rom. philol. and head of the dept. of Spanish. **J. B. Tharp** transfers out to Ohio State U. as asst. prof. in the Coll. of Ed. **John Van Horne** goes on leave of absence under a Guggenheim Fellowship to Italy for the year 1929–30.

*U. of Chicago*—**Robert Chester Trotter** transfers in from Southwestern U., Kan., as inst. in French (Jr. coll. div.). **Ralph S. Boggs** transfers out to the U. of Minn. as inst. in Rom. lang.

*Northwestern U.*—**J. E. Dorf** transfers out to Purdue as inst. in Spanish. **Werner Leopold** transfers out to Williams Coll. as inst. in German, replacing **O. E. Lessing** while on leave. **A. J. F. Zieglschmid** transfers out to U. of Iowa as inst. in German. **Erich W. Schroetter** transfers in from Marquette as inst. in German. **Jules Alciatore** comes from the U. of Ill. as inst. in Rom. lang.

*St. Procopius Coll.*—**Ernest J. Zizka** goes on leave for 1929–30 to the U. of Prague Czechoslovakia, to study Slavonic lit.

## INDIANA

*Wabash Coll.*—**Henry C. Montgomery**, Latin Dept., returns after a year's leave of absence to serve as part-time inst. in German. **Geo. J. Metcalf**, inst. in Latin and German, leaves for graduate study at Harvard.

*Purdue*.—**R. V. Finney** transfers in from U. of Mich. as inst. in mod. lang. **J. E. Dorf** transfers in from Northwestern as inst. in Spanish. **S. H. Eoff** has resigned. **Helen M. McAlpine** was married in June.

*Taylor U.*—**James W. Elliott** transfers in from Middlebury Coll. as prof. of Spanish and history.

*Knox Coll.*—**Lily E. Lindahl** has transferred in from Radcliffe as inst. of French and German.

*Ball State Teachers College*, Muncie.—**Edgar A. Menk**, Ph.D. U. of N. D., transfers in as head of the foreign language dept.

*DePauw*.—**Marguerite Andrade** transfers in from the U. of Wis. as inst. in French.

## IOWA

*Iowa Wesleyan*.—**Elizabeth Lichtry** transfers out to Mt. Union as asst. prof. of Spanish.

*Grinnell*.—**Madaline W. Nichols** transfers out to Dominican Coll., Cal. **John M. Smith** goes on leave to Harvard for 1929–30.

*U. of Iowa*.—**A. J. F. Zieglschmid** transfers in from Northwestern as inst. in German. **Mrs. Colette R. Lane** returns as inst. in French after a year's study in Paris. **Enrique Blanco** transfers in from Ohio U. as assoc. in Spanish.

*Simpson*.—**Anna Belle Wilson** transfers in from the U. of Wis. as asst. prof. of French. **Carol Sandy** transfers out to the Milwaukee branch of the U. of Wis. extension division as inst. in French. **Esther Long** goes to U. of Iowa for further study.

#### KANSAS

*Southwestern Coll.*, Winfield.—**Dorothy Blackman** transfers in from Florida State Coll. for Women as prof. of French. **Minnie M. Miller** transfers out to the State Teachers Coll. at Emporia as prof. of mod. lang. **Robert C. Trotter** transfers out to U. of Chicago as inst. in French (Jr. coll. div.).

*Washburn*.—**W. L. Crain** comes in as acting prof. of mod. lang., after two years in France on an American field service fellowship, to take the place of **N. E. Saxe**, head of the mod. lang. dept., who goes on leave for one year to Chantilly, France.

*U. of Kan.*.—**John F. Griffiths** transfers out to U. of Southern Cal. as asst. prof. of Spanish.

#### KENTUCKY

*Berea*.—**Florence Mayo Harvey** transfers in from the U. of Vt. as inst. in French.

#### LOUISIANA

*U. of La.*.—**G. B. Roessing** transfers out to Allegheny Coll. as inst. in French.

*Louisiana Coll.*, Pineville.—**H. Wynn Rickey** goes on leave to the U. of Bordeaux under a Franco-American Fellowship for the year 1929–30.

#### MAINE

*Univ. of Me.*.—**Julius Berzunza** goes to the U. of N. H. as asst. prof. of Spanish and Italian. **Louis Cabrera** transfers in from the Standard Bus. School, N. Y. C., to take his place.

*Colby Coll.*, Waterville.—**Edward C. Ramette** transfers out to Mt. Union, Ohio, as prof. of French lit.

#### MARYLAND

*U. of Md.*.—**Helen Wilcox** transfers in from Johns Hopkins as inst. in mod. lang.

*Johns Hopkins*.—**L. E. Dabney** transfers out to the U. of Tex. as adj. prof. of Rom. lang.

#### MASSACHUSETTS

*Smith*.—**Louise Delpit**, prof. of French, and **Margaret Peoples**, asst. prof. of French, go to France for the year 1929–30 in charge

of the juniors in France. **Louise Bourgoin** and **Marine Leland**, asst. profs., and **Hélène Cattanès**, assoc. prof., who were in charge of the juniors during 1928-29, have returned to their duties at Smith this fall. **Melva Lind**, who has just completed her work for the Doctorat d'Université under Baldensperger has been appointed inst. in French. **Gertrude Dunham** transfers in from Ripon Coll., Wis., as inst. in German.

*Harvard*.—**Cecil Lewis** transfers in from Brown as inst. in German. **Thaddeus T. Foley** transfers out to U. of Mich. as inst. in French.

*Wellesley*.—**Lorna I. Lavery** and **C. D. Ebaugh** transfer in from N. C. C. W. as asst. profs. of Spanish.

*Mount Holyoke*.—**Mary G. Cushing** has been appointed chairman of the Rom. lang. dept. for 1929-30. **William M. Patterson** transfers out to Athens Coll., Ala., as prof. of French. **Alice P. Stevens**, assoc. prof. of German, retired in June from teaching. **Ellen C. Hinsdale**, head of German dept., returns in September from a year's leave of absence, during which she made a trip around the world.

*Williams*.—**Donald M. Spring** transfers in as inst. in French, after study abroad. **J. Norton Cru**, asst. prof. of French, returns from leave in France. **F. W. Whitman** goes on leave to Yale for further study. **Charles Grimm** goes on leave for the year 1929-30, to be spent in France, Italy, and Switzerland. **Otto E. Lessing**, prof. of German, goes on leave to Europe for 1929-30. His place will be taken by **W. Leopold** of Northwestern U.

*Radcliffe*.—**Lily E. Lindahl** has gone to Knox Coll. as prof. of French and German.

#### MICHIGAN

*U. of Mich.*.—**John W. Eaton** transfers in from the U. of Saskatchewan as prof. of German and head of the dept. **A. G. Canfield** has retired from active teaching. **Homer A. DesMarais** has resigned to go into business. **Robert Finney** has transferred to Purdue as inst. in French. **Anton Napoli** has transferred to the U. of Wis. as inst. in Italian. **Earl A. Resweber** transfers out to the U. of Detroit as inst. in French. **Jean A. Maigret** and **Fernand L. Vial** have resigned. **Henri Chamard**, of the Sorbonne, comes in as prof. of French for the second semester. **Harry Wann** transfers in from Terre Haute Normal as inst. in French. **Charles Knudson** transfers in from the U. of Buffalo as asst. prof. of French, especially medieval lit. **Jean E. Ehrhard** transfers in from Middlebury Coll. as asst. prof. of French, especially 19th and 20th cent. lit. **William Brien** transfers in from Princeton as inst. in French. **Jean Cloppet** returns as inst. in French from a year's leave of absence. **R. C. Stewart** transfers in from the U. of Tenn., **Jas. V. Rice** from the U. of Ohio, **Thaddeus T. Foley** from Harvard, all as inst. in French.

*Albion Coll.*—**Helen R. Goodrich** transfers out to Lawrence Coll., Wis., as inst. in French.

#### MINNESOTA

*U. of Minn.*—**Jean Boyer** transfers in from Bordeaux, France, as professorial lecturer. **Ralph S. Boggs** transfers in from the U. of Chicago as inst. in French. **Harry V. Velten** transfers to the U. of Wis. as inst. in German. **Fred L. Pfeiffer** transfers in from N. Y. U. as asst. prof. of German.

#### MISSISSIPPI

*U. of Miss.*—**Edith Brown** has resigned as inst. in mod. lang. to spend the coming year in Europe.

#### MISSOURI

*Washington U.*—**Geo. B. Marsh** transfers in from the U. of Cal. as asst. prof. of Spanish. **H. W. Nordmeyer** transfers out to N.Y.U. as assoc. prof. of German. **G. B. Brown** transfers out to Vanderbilt U. as asst. prof. of Italian and Spanish. **Erich Hofacker** transfers in from Rutgers as asst. prof. of German. **Chandler Beall** transfers out to the U. or Ore. as asst. prof. of French.

*Park Coll.*—**Christena L. Aiken** transferred in last Feb. as inst. in Spanish, taking the place of Mrs. **Jeannette M. Robbins**.

#### MONTANA

*U. of Mont.*—Mrs. **Louise G. Arnoldson**, asst. prof. of mod. lang., goes on leave for one year to the Sorbonne. Assoc. prof. **Hoffman** returns to his duties in September after a year spent at the Sorbonne.

#### NEBRASKA

*U. of Omaha.*—**Gertrude Kincaide** transfers in from the U. of Neb. as asst. prof. of French. **Roy C. Phillips** transfers in from the U. of Wis. as asst. prof. of French. **Frances Platt** has resigned in consequence of ill health. **Marianno M. Maya** goes on leave for two years to Washington U.

*Midland.*—**R. L. Hankey** transfers in from Ohio Y. M. C. A. Coll. as prof. of Rom. lang. **Geo. L. Trager** goes to Brown U. as asst. in French.

#### NEW HAMPSHIRE

*U. of N. H.*—**Julius Berzunza** transfers in from the U. of Me. as asst. prof. of Spanish and Italian.

*Dartmouth.*—**Merle C. Cowden** transfers in from Worcester Polytechnic as inst. in French.

#### NEW JERSEY

*Rutgers.*—**Erich Hofacker** transfers out to Washington U. as asst. prof. of German. **Frank B. Mitchell** transfers in from graduate study at Brown U. as asst. prof. of French. **Lewis A. Ondir** transfers in from graduate study at Columbia as inst. in Rom.

lang. **Julian Moreno-Lacalle**, formerly visiting professor, is now appointed prof. of Spanish and head of for. lang. dept. **Angel Flores** has resigned to take the editorship of *Alhambra*. **Herbert H. Eddy** has gone Blair Academy, French dept.

*N. J. Coll. for Women* (Rutgers U.).—**Manuel Salas** transfers in from Culver Military Academy, Ind., as asst. prof. of Spanish. **Concha Francés** transfers in from Spain (El Ferról) as inst. in Spanish. **William C. Sellars** transfers out to the U. of N. M. as prof. of Rom. lang. **Mary H. Noble** has retired.

*Princeton*.—**William Brien** transfers to the U. of Mich. as inst. in French. **A. Bédé** transfers in from graduate study at the Sorbonne as inst. in French. **J. H. Herriott** transfers in from the U. of Wis. as research asst. in Spanish. **Loring B. Walton** transfers out to Duke U. as asst. prof. of French. **GEO. M. PRIEST**, prof. of German, goes on leave to Germany for the year 1929-30. **F. Courtney Tarr**, assoc. prof. of Spanish, goes to Spain on leave for the first semester. **Maurice Coindreau**, asst. prof. of Spanish, goes on leave to Africa, France, and Spain for the first semester.

#### NEW MEXICO

*U. of N. M.*.—**William C. Sellars** transfers in from Rutgers U. as prof. of Rom. lang.

#### NEW YORK

*Hobart Coll.*.—**A. L. Mezzacappa** returns to his duties in Sept. from graduate study on leave at Harvard. **Jacob Hieble** transfers in from the U. of Chicago as inst. in German. **R. F. Brand** goes to Cornell for graduate study.

*Colgate*.—**Graydon S. De Land** transfers in from Brown U. as inst. in Rom. lang. **Clark Keating** goes to Harvard for graduate study.

*Vassar*.—**Madeleine Lelievre** comes from the Lycée des Jeunes Filles in Bordeaux as visiting lecturer in French for the year 1929-30. **Enriqueta Martín**, asst. prof. of Spanish, goes on leave to Madrid for one year.

*Barnard*.—**Mary Sabarth** comes from the Women's Coll. of Constantinople as lecturer in German for year 1929-30, in place of **Louise Gode**, who goes on leave to Germany for 1929-30.

*Hunter*.—**Damaso Alonso** comes from Madrid as visiting prof. of Spanish. **Augusta Boschini** transfers in from the U. of Wis. as inst. in Italian. **Robert le Bidois** transfers in from the U. of Cairo, Egypt, as inst. in French. **Léonie Villard**, visiting prof. of French 1928-29 returns to the U. of Lyon as prof. of compar. lit. **Elise F. Dexter** transfers in from the Rom. lang. dept. of the U. of Wis. as inst. in German. **Arpad Steiner** transfers in from the N. Y. high schools as inst. in German.

*C. C. N. Y.*.—**Edwin C. Roedder** transfers in from the U. of Wis. as prof. of German and head of the German dept.

*N. Y. U.*—**H. W. Nordmeyer** transfers in from Washington U. as assoc. prof. of German and in charge of undergraduate instruction. **Fred L. Pfeiffer** transfers out to the U. of Minn. as asst. prof. of German.

*Wells*.—**Lula M. Richardson** has been appointed asst. prof. of French, coming from the U. of Del.

*Buffalo*.—**Charles Knudson** goes to the U. of Mich. as asst. prof. of French.

*Columbia*.—**F. J. W. Heuser** goes on leave to Germany for the year 1929–30.

#### NORTH CAROLINA

*N. C. C. W.*—**Katherine Gregory** transfers in from graduate work at Johns Hopkins, **Katherine Taylor** from graduate work at Radcliffe, both as inst. in French. Mrs. **Phyllis Spencer** transfers in from the Ithaca Conservatory as asst. prof. of Spanish. **Lorna D. Lavery** and **C. D. Ebaugh** transfer out to Wellesley as assist. profs. of Spanish. **Katherine Matson** and **Helen C. Garrett** go on leave for 1929–30 to the Sorbonne.

*Duke*.—**Loring B. Walton** transfers in from Princeton as asst. prof. of French.

#### OHIO

*Cincinnati U.*—**Philip Ogden**, head of Romance lang. dept., goes on leave for the year 1929–30.

*Miami U.*—**Donald L. King** transfers in as asst. prof. of French, coming from graduate study at the U. of Paris. **Don L. Demorest** returns as asst. prof. of French from a year's leave at the U. of Paris. **M. C. Baudin** goes on leave to Johns Hopkins U. for one year.

*Mt. Union*.—**Paul K. Cressman** transfers in as prof. of German from the U. of Ill. **Elizabeth Lichty** transfers in as asst. prof. of Spanish from Iowa Wesleyan. **Edward C. Ramette** transfers in as prof. of French lit. from Colby College, Me.

*State U.*—**R. E. Monroe** transfers in as prof. of Romance lang. and in charge of elementary instruction. **J. B. Tharp** transfers in from the U. of Ill. as asst. prof. in the Coll. of Ed.

*State U.*—**Carl Duldner** transfers in as inst. in German. **Erna Schneck** transfers in from the U. of Wis. as inst. in German.

*Marietta*.—**George H. Blake** transfers in as asst. prof., coming from graduate study at Harvard.—**Chas. F. Barnason** goes on leave to Harvard for graduate study.

*Ohio U.*—**Enrique Blanco** transfers out to Iowa State U. as assoc. in Spanish. **Jas. V. Rice** transfers out to Michigan State U. as inst. in French.

*Ohio Y. M. C. A.*—**R. L. Hankey** goes to Midland College, Neb., as prof. of Romance lang.

## OKLAHOMA

*U. of Okla.*—**Maurice Halperin** goes on leave to the Sorbonne for the year 1929–30. **L. E. Winfrey**, loaned to the U. of Chicago to assist in the editing of an Old French MS, returns to his duties this summer.

*U. of Tulsa.*—**Rachel Breathwit** transfers in from the U. of Ill. as asst. prof. of Rom. lang.

## OREGON

*U. of Ore.*—**Chandler Beall** transfers in from Washington U. as asst. prof. of French. **Arnold H. Rowbotham** transfers out to the U. of Cal. as asst. prof. of French. **Christina H. Crane** goes on leave to France for the year 1929–30.

*Reed.*—**Elizabeth D. Woodbridge**, inst. in French, returns from leave of absence spent in Paris and Italy. **Walter Miksch** goes to Stanford U. for graduate study.

## PENNSYLVANIA

*Swarthmore.*—**Louis Cons** transfers in from the U. of Ill. as prof. and head of the Rom. lang. dept. **Honoré Clément Nemours** transferred to the U. of Del. in 1928 as assoc. prof. of French.

*Adelbert.*—**Edward Stanton**, asst. dean and inst. in French, died of poison June 26, aged 27.

*Bryn Mawr.*—**Camillo P. Merlino** transfers in from the U. of Cal. as assoc. in Italian.

*Wilson Coll.*—**Drusilla Stager** transfers in from the Peace Inst. at Raleigh, N. C., as inst. in French. **Helen P. Reece** goes to Johns Hopkins for graduate work. **Cecelia Sargent** returns from graduate study at Columbia as asst. prof. of Spanish.

*Allegheny.*—**G. B. Roessing** transfers in from La. State U. as inst. in French.

*Coll. of Mount St. Vincent.*—**Lauretta Cyr** comes in from the Limestone, Me., high school as inst. in French. **Sister Miriam** comes from the Cathedral High School as prof. of French.

*U. of Pittsburgh.*—**Ernst Jockers** transfers out to the U. of Penn. as asst. prof. of German.

*U. of Penn.*—**Hermann J. Weigand** transfers out to Yale U. as prof. of German lit. **Ernst Jockers** transfers in from the U. of Pittsburgh as asst. prof. of German.

*Cedar Crest Coll.*, Allentown.—**Abigail Lazelle** transfers in from high school teaching of French at Springfield, Ill.

## RHODE ISLAND

*Brown.*—**Winthrop H. Root** transfers in from graduate study at Columbia as inst. in German. **Cecil Lewis** goes to Harvard as inst. in German.

## TENNESSEE

*Vanderbilt.*—**G. B. Brown** transfers in from Washington U. as asst. prof. of Italian and Spanish.

*U. of Chattanooga.*—**Maxwell A. Smith**, head of the French dept., returns from a year's leave spent in the U. of Cal. at Los Angeles. He now becomes dean of the college while retaining his headship. **Sophie Anna Bachofen** has resigned to be married.

*U. of Tenn.*—**R. C. Stewart** goes to the U. of Mich. as inst. in French.

*West Tenn. State Teachers Coll.*—**Margie Burks** transfers in from the U. of Ill. as prof. of mod. lang.

## TEXAS

*U. of Tex.*—**L. E. Dabney** transfers in from Johns Hopkins as adj. prof. of Rom. lang. **Dorothy Schons** goes on leave to the U. of Chicago for 1929-30.

*Baylor Coll.*, Belton.—**Elizabeth Alexander** transfers in from the U. of Mexico as inst. in Spanish.

*Texas Christian U.*—**Mary V. Coleman** goes on leave to Paris for the year 1929-30.

*Abilene Christian Coll.*—**T. W. Treat** transfers in from the high school of Colorado, Tex., as inst. in Spanish.

*Texas Woman's Coll.*—**Ruth Garwood** transfers in from the U. of Wis. as prof. of Spanish.

## VIRGINIA

*U. of Richmond.*—**Diana Whittinghill**, a graduate of the U. of London, comes in from Rome, Italy, as inst. in French, to take the place of **Virginia R. Withers**, who goes on leave to Paris for the year 1929-30.

## VERMONT

*Middlebury.*—**Léa Binaud** transfers in from Walker School, Simsbury, Ct., as asst. prof. and directrice du chateau. **Marquerite Vidon** transfers in from the U. of Grenoble as inst. in French. **Jean Boorsch** transfers in from the école normale supérieure as asst. prof. of French. **Jean Ehrard** transfers out to the U. of Mich. as asst. prof. of French. **J. Moreno-Lacalle** remains permanently at Rutgers U. as prof. of Spanish and chairman of the for. lang. dept. **Jas. W. Elliott** goes to Taylor U. as prof. of Spanish and hist.

*U. of Vt.*—**F. D. Carpenter**, prof. of German and head of German dept., has returned from a year's leave abroad. **Nils G. Sahlin** goes to Germany for a year of study on a German-American exchange fellowship. **Florence Mayo Harvey** transfers out to Berea Coll., Ky., as inst. in French.

## WASHINGTON

*U. of Wash.*—**Caroline Haven Ober**, prof. of Spanish for 32 years, and recently made emeritus, died June 2 in Seattle.

*State Coll.*, Pullman.—**Alphonse V. Roche** goes to the U. of Ill. as inst. in French. **Mary A. Jeffries** transfers in from the U. of Ill. as inst. in French.

#### WEST VIRGINIA

*U. of W. Va.*—**A. W. Porterfield** goes on leave for the year 1929–30. His place will be taken by **Karl Reuning**, formerly U. of Minn. and U. of Wis., now in the U. of Breslau, Germany.

#### WISCONSIN

*Beloit*.—**Mary Storer** transfers in from Oshkosh State Normal School as asst. prof. of Rom. lang. **Marion E. Smith** goes to State Teachers Coll., Albany, N. Y., as asst. prof. of French.

*Lawrence*.—**Helen R. Goodrich** transfers in from Albion College as inst. in French. **John Sullivan** goes to the U. of Wis. as inst. in French. **Charlotte Lorenz** goes on leave to Spain for the year 1929–30.

*Marquette*.—**J. P. Wenninger** transfers in from Ohio State as inst. in German.

*Ripon*.—Mrs. **Ruth Hall** transfers in from Ripon High School as asst. prof. of German and Spanish. **Gertrude Dunham** goes to Smith Coll. as inst. in German.

*U. of Wis.*—**Edwin C. Roedder** transfers to C. C. N. Y. as prof. of German and head of the German dept. **Erich Thiele** comes for one year as inst. in German on an exchange basis, through the Inst. of Internat. Ed. in N. Y. **Harry V. Velten** transfers in from the U. of Minn. as inst. in German. **J. F. Twaddell** transfers in from Harvard as inst. in German. **Anna Belle Wilson** goes to Simpson Coll. as asst. prof. of French. **Carol Sandy** transfers into the Milwaukee branch of the extension division as inst. in French. **M. Ruth Smith** goes to the Coll. of the Pacific at Stockton, Cal., as head of the mod. lang. dept. **Augusta Boschini** transfers to Hunter College, N. Y., as inst. in Italian. **Elise F. Dexter** transfers to Hunter College as inst. in German. **Irene Cornwell** transfers to Geo. Washington U. as asst. prof. of French. **J. H. Herriott** transfers to Princeton as research asst. in Spanish. **Roy C. Phillips** goes to the U. of Omaha as asst. prof. of French. **Anton Napoli** transfers in from the U. of Mich. as inst. in Italian.

*U. of Wis.*—**Wm. A. Kingery** transfers in from study abroad (formerly Cornell) as inst. in Rom. lang. **Marguerite Andrade** goes to DePauw as inst. in French. **Ruth Garwood** goes to Texas Woman's College as prof. of Spanish. **Georges Lemaître** goes to McGill U. as asst. prof. of French. **Raphael Levy** goes to France on a Guggenheim fellowship. The following go on leave of absence: **Wm. J. Gaines**, **Joaquin Ortega**, **Hugh A. Smith**, **A. G. Solalinde** (one semester). Those returning from leave are **C. D. Zdanowicz** and **R. F. Bradley**.

On June 1, 1929, Irving Lysander Foster died suddenly at State College, Pa. The work of Professor Foster is too well known to require extended notice here. He went to the Pennsylvania State College thirty-four years ago as instructor in Romance languages. Less than a year later he was appointed as head of the Department of Romance Languages, and this position he continued to hold until his death. As author and editor of textbooks he made notable contributions to the teaching of French in the United States; he took a very active part in the work of the Pennsylvania Modern Language Association; and his broad interests and untiring energy led him into many other fields of endeavor. His scholarship and personality were a constant inspiration to those who were privileged to work with him, and it was through the training of young teachers that he rendered, perhaps, his greatest service to the profession. The present notice is written by a former student as an humble tribute to a master that has passed on.

OTIS H. GREEN

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\* This list does not pretend to be exhaustive: it includes only those book-titles (apart from textbooks) which were reported in response to our request of last May. Even so the list is fairly impressive.

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### Foreign Notes

American influence on European education is discussed in the ninth annual report of the director of the Institute of International Education, to which we have also referred under Notes and News. This influence is shown, among other things, in the growing adoption of the dormitory system of student residence (Prague, Munich, Paris), in the diminishing rigidity of university administration (e.g. in summer sessions), and in the provisions made for American students desirous of spending their junior year abroad.

Boccaccio's own handwriting has been recognized in the 14th century MS of his *Theseida* which was lately purchased by the Italian government and has been deposited in the Laurentian library at Florence. This is the only work of Boccaccio's in verse to have been discovered in autograph, and the light which it will cast upon various problems of philology and stylistic criticism makes the find one of special importance.

The Aldo Borletti Prize, offered by the Mondadori Academy for the best Italian novel published between Sept. 1927 and Jan. 1, 1929, was awarded to Delfino Cinelli (1889-) for his *Castiglion che dio sol sa*.

A **Sprach- und Sachatlas Italiens**, by K. Jaberg and J. Jud, is to be published in 8 volumes by Ringier, Zofingen, Switzerland. Materials will be presented from 400 districts of Italian and Rhaetian speaking territory. It is expected that one volume can be published each year until the work is completed.

**Unpublished letters of Denis Diderot** are soon to be published. André Babelon has been authorized to edit them by Baron Le Vavasseur, the last direct heir of Mme. de Vandeuil, Diderot's daughter. Among the papers, we read, are fifty unpublished letters to Mlle Volland, whom Diderot loved for thirty years.

The **Prix Théophraste Renaudot**, which carries no money value but some little distinction, has been awarded to **André Obey** for a story entitled "Le Joueur du Triangle."

The **Advance of feminism** is once more illuminated from conservative Spain, where a woman has been elected a member of the royal academy, for the first time in history. The lady is Mercédes Abois de Vallesteros, wife of a professor in the University of Madrid; born in Colombia, she had been a prize-winner of the Academy several times previous to her election.

A **world congress of teachers of living languages** is being projected abroad, and a preliminary meeting of experts nominated by various associations is to be held in Paris in October under the auspices of The International Institute of Intellectual Cooperation, to prepare for the Congress in 1930. Proposed topics for discussion are: travel stipends for teachers; exchange of pupils, of lower-rank teachers, and professors; the development of special privileges to be accorded visiting teachers in foreign lands; establishment of circulating libraries for books and pictures; arrangements for lectures by visiting language teachers; collaboration with the P. E. N. Clubs with a view to supplying competent translators.

**Travel stipends for French teachers** in secondary schools are provided by the government in sums ranging from 1200 to 1500 francs, according to the country to be visited. Certain conditions are attached, but seemingly not very onerous ones. This seems to us a most admirable idea, and we wish that American school boards might be brought to see the desirability of instituting a similar plan. Foreign travel is desirable for all teachers, but an absolute necessity for the m.f.l. teacher, yet few of them can save enough from their pay to finance such travel. There are various ways in which such help could be given. One plan would be to guarantee the teacher an extra increase in salary upon his return; another plan would be to loan the teacher a certain sum of money to be paid back in (say) five annual instalments in the form of deductions from his (probably increased) salary. Our modern language associations should put on their agenda ways and means

of encouraging and promoting travel and study abroad. Here is a real field for the organized groups of m.f.l. teachers.

**Greek-Roman treasures of German museums** is the suggestive title of the latest booklet put out by the Terramare Press. Thirty pages of text, accompanied by well-chosen illustrations and divided into subjects, give even the casual reader some idea of the riches which German museums contain, and stimulate the attentive student to further pursuit of the subject. Copies can be had by writing the Terramare Office, Wilhelmstr. 23, Berlin, Germany.

**Joan of Arc's fifth centenary** was celebrated this year in France in a novel and interesting way. Each town and village which lay along her route from Vaucouleurs to Chinon, and thence to Rheims, received a stone with a special design and the date of original visit inscribed on it. Thus the first stone was deposited at Vaucouleurs dated Feb. 23 1429; special celebrations attended the laying of the stone at Orleans, which the Maid had relieved on the 8th of May, and at Rheims, where the "Sacre de Charles VII" took place on July 17th. A second series of stones marked her Calvary, ending at Rouen, where the scene of her burning has long been marked. Those interested in further details will find an account in *Le Petit Journal* for May 1.

**Education in the succession states** is discussed in the May number of the *Bulletin of the Institute of International Education* by Stephen P. Duggan, who points out that the breakup of the Austro-Hungarian monarchy has been followed by unprecedented educational activity in all the affiliated states, notably in Austria, Hungary, and Czechoslovakia. Mr. Duggan appeals to Americans of wealth to assist these countries to make their higher education still more effective.

A donation to the **University of Heidelberg** in the sum of 500,000 marks has been recently made by Robert E. Schmidt, a manufacturer of dyes, for the promotion of cultural relations between Germany and other countries, particularly the Latin ones. Special objects are the assistance to visiting students both from and to Heidelberg, the issuance of invitations to foreign scholars to lecture at Heidelberg, and the subvention of the printing of certain scientific works.

A new "cité universitaire" is now being planned for **Hamburg**, perhaps in emulation of the Parisian foundation of which we have repeatedly written. In part, however, the Hamburg development has been forced by the phenomenal growth of the university, which in the ten years of its existence has entirely outgrown its original plant and would be forced to move in any case. The new university is to be in a suburb and connected with the center of the city by a new car-line. There will be residence facilities for students as in American universities.

An Argentine international house for students is being projected at Buenos Aires, on a plan similar to that of the Argentine house at the University of Paris. The present idea is to add two stories to the recently erected University Club, thus reducing the expense to the minimum.

The Hamburg Friends of the U. S. A. is a new organization founded in Hamburg, Germany, which has already begun activities by the publication of an interesting journal, **Hamburg-Amerika-Post** (see our Among the Periodicals). Objectives of the society are currently set forth in its journal. The business manager is Dr. Kurt Sieveking, Alter Wall 20, Hamburg.

American library cataloguing is winning its way to the fore in Europe. The latest triumph is registered in connection with the cataloguing of the library of the Vatican at Rome, funds for which are being provided by the Carnegie Corporation. The library contains some 500,000 vols. and 60,000 MSS, and both a card catalog and a printed catalog are planned, the work being estimated to take 20 years to complete. Moreover, the old wooden shelving is to be abandoned in favor of steel stacks of American type. There will be separate catalogs of the MSS, the Oriental texts, and the 8,000 incunabula, and the last named is now ready for printing.

The University of Toulouse celebrated its 7th centenary in June of this year. This date should be added to the French calendar published in this Journal, 12: 532.

**Goedekes Grundriss** is to be continued beyond Goethe's death, according to a resolution of the Prussian academy of sciences. Three volumes are to cover the period up to 1871, the editor-in-chief being Prof. Georg Minde-Pouet, Berlin. This is an important matter, and scholars everywhere will welcome the news.

Columbus's ship's log and other documents pertaining to the discovery of America have been found in the archives of the Duke of Alva in Madrid by Santiago Montoto and Javier Sánchez Dalp. The papers are to be housed in the "archivo general de Indias" in Seville.

The literature prize of the Württemberger Goethe-Bund has been awarded to Paul Sakmann for his work entitled "R. W. Emerson's Gedankenwelt."

The Grillparzer Prize went to Max Mell for his "Nachfolge Christi-Spiel."

The prize of 5000 lire offered by the Italian "Fiera Letteraria" for the best work of a collaborator was awarded to Mario Gromo for a book of stories, "Guida sentimentale."

Spengler's "Decline of the West" has caused such a stir in English circles as to lead to the organization of a Spengler Society in London, which plans to issue a series of studies on the basis of Spengler's philosophy.

The **Grand Prix** (10,000 fr.) of the French Authors' Association was awarded to **Albert Erlande**, now in his 47th year, who is the author of some 20 novels, incuding "The paradise of the wise virgins" and "In the field with the foreign legion." The same society awarded its prize of equal value for the best poem to **Frédéric Saisset** for his "Miracle of song."

What is "Smith" in French? According to the *Literary Digest* for April 6, reporting on an article in the N. Y. *Evening Post*, the answer is "Martin." That is, Martin is the commonest family name in France, winning out in the French war-lists, also in the Paris city directory and telephone directory. The nearest competitors were Bertrand, Dupont, Durand, and Laurent. Bertrand was second in the war-lists, but Durand was second in the Paris directory, occupying 3 1/2 columns to 7 1/2 for Martin. In the French "Who's Who," however, Martin leads Laurent by only one place, 18 to 17.

**Harry Maync** has been called from Bern to the University of Marburg as professor of German literature; his place at Bern is to be taken by **Fritz Strich**, who transfers there from the University of Munich.

Deaths announced from abroad include the following: **Hugo Salus**, aged 63, Feb. 4 in Prague. He was the author of numerous volumes of poetry, also short stories and a successful comedy.—**Paul Zifferer**, aged 49, Feb. 14 in Vienna. His lyric drama "The bright night" (*Die helle Nacht*) has been a great stage success; his best known novels are "The strange woman" (*Die fremde Frau*) and "Imperial city" (*Kaiserstadt*).—**Heinrich v. Heiseler**, Feb. 4. He was a translator and highly original poet. His most important work is "The three angels" (*Die drei Engel*), poems in cyclical form. His tragedy "Peter und Alexej" was performed with great success, also his dramas "The night of the shepherds" (*Die Nacht der Hirten*) and "Der junge Parzival."—**Viktor Michels**, aged 63, Feb. 7 in Jena, where he had been professor of Germanic philology and literature since 1895.—**Agnes Sapper**, aged 77, Mar. 19 in Würzburg. She was widely known as writer of children's books, notably "The first year at school" (*Das erste Schuljahr*) and "Die Familie Pfäffling."—**Helene Stökl**, aged 84, Feb. 16 in Vienna. She too was a favorite writer of stories for children: "The motley book" (*Das bunte Buch*), "Somewhere and Nowhere" (*Irgendwo und Nirgendwo*), "The lookout" (*Luginsland*). Her christmas story "Alle fünf" has been read by many generations of American pupils.—**Gunnar Heiberg**, aged 72, Feb. 23, Norwegian dramatist. An opponent of Ibsen, he never succeeded in escaping his influence.—**Augusto Gil**, Portuguese lyric poet, died in March. He belonged to the older school of classical orientation.

## Reviews

Review Editors: for French, James B. Tharp, Ohio State University; for German, Peter Hagboldt, University of Chicago; for Spanish and Italian, H. G. Doyle, George Washington University. All books intended for review in this Journal should be sent to the Managing Editor.

A. MARINONI, L. A. PASSARELLI, and J. B. ZACHARIE. *An Elementary French Grammar*. Follett Publishing Company 1929. x+454 pages, 45 illustrations. Price \$1.68.

A new Elementary French Grammar is always sure to be regarded with a little suspicion as to its right to enter a field where there are so many good grammars already in existence. For that reason, it is bound to be subjected to greater scrutiny than the books published for use in the more advanced courses where the competition is less keen. With a beginning book in a modern language, the inevitable questions are: "Has it anything new to offer? Is it really worth while?"

In this connection the authors of this unusually attractive grammar state in the preface of their book: "It is next to impossible to devise new methods of presentation of grammatical principles. The subject matter of French Grammar has already been treated in so many different ways that hardly any part of it remains unexplored." Because no extravagant claims to novelty are made, the reviewer becomes all the more eager to discover whether the authors are not overmodest in concealing the progressive features of their book. It is true that this grammar follows the methods generally accepted as sound, but, in this instance, these include the so-called direct method devices. On the other hand, the claim of modernness alone will discredit a book at once in the minds of experienced teachers.

The textbook under consideration has certain characteristics that arrest attention: (1) The make-up of the book, with its fine binding, proper type, and numerous illustrations, is extremely handsome. Heavy type is used for all examples and vocabularies in the foreign language. There is no tendency to crowd the printed matter, and the orderly arrangement of the material makes the pages especially attractive in appearance. The illustrations, which treat subjects intimately connected with the French reading texts and the English exercises, depict scenes of France and French life. The photographs of historic places are exceptionally good. A *Carte de France et Plan de Paris* on the inside covers adds to the individual character of the book. (2) The reading material is

most commendable. In the earlier lessons, it is lively in style, more of an informal conversation between teacher and student, discussing what the student must do to learn French and calling attention to characteristic differences in the grammatical principles of French and English. As regards the rules, it amounts to a restatement in French of what has already been given in English, but put in a very personal way. In the later lessons, the reading texts treat of the geography, customs, etc., of France, and form connected reading, sometimes extending over successive lessons, which gives a continuity so essential for the acquisition of a good vocabulary and the sustaining of interest. (3) Vocabulary and grammar reviews are given at the end of every five lessons. Here a rather unique plan is followed in the use of references in bold face type, referring the student to some points of grammar which the authors have observed to be the most difficult for the student to master. The use of these references may or may not meet with general approval. I feel that it destroys the incentive to master the difficulties as they occur and that the references, if used at all, should be placed at the foot of the page. In fairness to the authors, however, I must add that the number of references decreases in the advanced lessons, where their use is greatly restricted. This use of references is a matter of personal opinion, and it does not constitute a serious objection to the book. (4) A list of common idiomatic expressions is given on pages 341-354, arranged alphabetically with French sentences illustrating their uses. The list of classroom expressions is also serviceable. (5) Phonetic symbols are used in all vocabularies, and the first twenty-eight pages are given up to a discussion of the *Essentials in Phonetics*. The topics of liaison, quantity of vowels, and graphic accents receive very full treatment; the paragraph on syllabic division is too abbreviated, however. Exercises for drill in teaching pronunciation are not provided in the lessons which follow, but the authors evidently intend to have the phonetic symbols in the vocabularies serve this purpose.

The few suggestions which I have to make are as follows: (1) Paragraphs 57, 75, and 128 should contain references to paragraphs 162-164 in the Appendix. (2) Lessons LI and LII on Interrogatives should provide much more drill on their uses both in the Composition and Substitution Exercises. (3) The practical uses of numerals with the allied date-idioms, etc., require their inclusion in the body of the book. Reference is made in a preceding lesson to the numerals in the Appendix, and some exercises are provided for them, but this seems inadequate. (4) A fuller explanation of the uses of *faire* (paragraph 84), a statement of the various English meanings of *en* (paragraph 124), a list of the irregular adjectives and adverbs with their comparison, and also a list of the adverbs of quantity, conclude these suggestions.

The number of misprints is negligible. The cedilla was omitted on *garçon* (paragraph 15), and the *s* on *véritable* (page 186). *Confierent* (page 300) was misspelled. The vocabularies show painstaking care on the part of the authors.

This Elementary French Grammar fulfills, I believe, the requirements of those teachers of French who favor a book which strikes a middle ground between the direct and grammar methods. The statements of grammatical principles follow the traditional lines, but the reading selections and exercises used to fix these principles are more varied, more interesting, and much more adequate than those of the older type of grammars. It is refreshing to find a book whose reading selections and exercises make the student feel that he plays an important rôle in the book, and this is accomplished without loss of dignity on the part of the authors. While I am still skeptical enough to believe that the proof of a book is in its use, I do not hesitate to say that this book should fit well into the courses of our secondary schools and colleges. It reflects great credit on the authors' sound scholarship, and on the publishers for producing a book of such unusual attractiveness at so moderate a price.

*Phillips Academy,  
Andover, Mass.*

LESTER C. NEWTON

CHARLES DEULIN: *Contes de Flandre*. Abridged and edited by P. B. Hacker. Illustrated by J. P. Pinchon. Heath 1929. 136 pp. (88pp. of text.) \$ .76.

The *Contes de Flandre* are four delightful stories: *Le Moineau Blanc*, *Le Petit Soldat*, *L'Homme Sans Peur*, and *Le Compère de la Mort*. With a prodigal hand out of a rich imagination, Deulin creates vivid dramatic situations. He piles up noun upon noun: *Le Petit Soldat* suffers valiantly *la faim*, *la soif*, *le chaud*, *le froid et la fatigue*; *L'Homme Sans Peur ne craignait, ni vent, ni orage, ni Dieu, ni diable, ni valets de ville*; adjective upon adjective: *un vieux chien, maigre, borgne et boiteux*. He twists a word here and there (with a twinkle in his eye, I am sure) to give piquancy to the situation: *La lune risqua un oeil*. Nothing is mediocre. One who is struck a blow in Deulin's stories sees not stars but *plus de dix mille chandelles*. His stories are full of striking similes: *La peau aussi blanche que les ailes des mouettes sous un ciel noir d'orage. Ses yeux comme des violettes dans du lait.*

Here and there is a bit of philosophy—ludicrous but thought-provoking. *Il est mort, dit le comte, donc il avait tort*. Vengeance is almost too complete. Each one pays a great price for his misdemeanors.

According to the custom of the country there is much joyous imbibing of liquor. In *Le Compère de la Mort* "the guests shouted

*Le roi boit* each time that Death emptied his glass. *Il fut crié tout compte fait, cent quatre-vingt-dix-neuf fois*—"a bit of local color magnified.

The illustrations by Pinchon add greatly to the enjoyment of the stories. The same sly humor which the author has expressed in words is reexpressed in pictures.

The book is carefully edited. There is one misprint—P. 14—Line 20—*iongs* for *longs*. The notes are few but good! Not only are the meanings of expressions given, but their spirit and their connotation.

The Retranslation exercises are based closely upon the text. They form a complete story in themselves, but they are long and would have to be divided into sections.

The vocabulary is unusually satisfactory. Two words, however, should be added—*ramollir* and *lustre*. Verbs are given with their prepositions and irregular verbs are marked with asterisks. Exceptional pronunciations are given in phonetic symbols—except those for *soûl*—irregular feminines except for *coi*, and irregular plurals such as *les yeux*. Only the meanings are given which fit the text.

By virtue of the rich and varied vocabulary *Contes de Flandre* would be valuable in first year high school work, but because of subtlety of expression and philosophy, it could be used more profitably in the first part of the second year, but not as the principal text of the semester. It is scarcely serious enough for that.

ROSA M. POPE

*Racine High School, Wis.*

*Première Année de Français de Junior High-School* by ALICE and LEOPOLD CARDON offers, to quote the authors, a course which is neither the so-called grammatical nor the so-called natural method. It combines the better, and, unfortunately, some of the less desirable features of both. The book contains thirty-six lessons involving the presentation of the grammatical principles, twenty-two reading lessons, French-English vocabularies and a small group of French songs. Each grammar lesson contains an explanation in French of the grammatical principle, reading matter in conversational form illustrating the rule taught, and exercises involving its use. The reading lessons are fairy tales for the most part, and are followed by French questions and exercises emphasizing idioms.

One of the most attractive features of the book is the vocabulary. This has been built around the everyday interests of a child of junior-high age. Moreover its presentation in dialogue form is admirably suited to conversation and dramatization. The value of the fairy tales is questionable, first because they are of doubtful

interest to a twelve year old child, and secondly because, tho simple in form, they are certain to contain grammatical forms not yet explained and are therefore detrimental to the formation of those orderly mental habits which is, presumably, the purpose of language teaching. Since the other lessons contain ample reading material for a year's work, perhaps the entire omission of the stories would in no way injure the course.

The grammar work, the authors explain in the introduction, has been inserted as a necessity for the understanding of the text. The rule is to be explained in English, read in French, examples of its use are to be noted in the reading lesson, it is to be drilled in conversation, clinched in the exercises, and reviewed in further exercises thruout the book. These lessons allow for very thorough teaching. The procedure used might be either inductive or deductive, tho the authors evidently intend the latter. It is to be regretted that they advise the teaching of grammar in English, for the rules are so admirably stated in such simple French as to render such procedure quite unnecessary. As for order of presentation, the grammatical points for the most part seem to be well arranged and to allow time for assimilation. There are, however, a few instances of overcrowding toward the end, notably the lesson in which the junior-high mind must absorb the past indefinite of transitive, intransitive, and reflexive verbs simultaneously, or learn at one time the order of pronoun objects for both the affirmative and imperative moods. The illustrations, the subtitles of which illustrate the grammatical principle of each lesson, are altogether charming and should do much toward impressing these facts upon the mind of the child.

The abundant exercises give not only a variety of drill in the grammar just taught, but also offer thruout the book that much needed repetition of such fundamental principles as the partitive, and the negative and interrogative word orders. Although the verb drill is in sentence form, it is unfortunate that so much of it occurs in the conventional order of conjugation, forming associations which will never be encountered in language use. However, the book is on the whole interesting and usable and appears to be well within the grasp of a twelve year old child.

ALICE E. CHAPPELLE

West Junior High  
Cleveland, Ohio

HONORÉ DE BALZAC, *Le Curé de Tours*. Edited by Juanita Helm Floyd. Original Woodcuts by Etienne Gaudet. Benjamin H. Sanborn & Co. 1927. xxi + 234 pages.

In this little volume we have one of Balzac's shorter novels available for classroom use. The plot is simple, and the succession

of events holds the interest throughout, making it well suited to the needs of more advanced high school classes or for early reading in colleges.

The general appearance of this volume is most inviting because of the illustrations, its most distinctive feature, which are scattered very generously throughout the book. They show us Mlle. Gamard, the *vieille fille* of whom Balzac gives us a severe and lengthy treatment in this story, as well as the two priests, the Abbé Troubert, and the Abbé Birotteau, who, with her, are the leading characters. There are also many delightful views of the city of Tours, where the scene is laid, and of its charming cathedral. These illustrations will do much to arouse and hold the interest of the students.

An interesting introduction tells of the life and works of Honoré de Balzac. There are very helpful notes at the end of the story and the vocabulary seems quite complete. Direct method exercises have also been added, no doubt to answer the demand for that type of work. These exercises are made up of three parts: (a) questions in French on the text, five or six questions to cover about five pages of text; (b) grammar questions; and (c) six or eight sentences in English to be put into French. These exercises do not seem to me to add to the value of the book. In the first place, there should be more questions to cover five pages of text if the exercise is to be really useful. Again, in (b) there should be something systematic worked out for the grammar if it is to be worth while. There could be some simple grammar exercises which would be of real value as review work. However, on the whole, I find this a very pleasing edition of *Le Curé de Tours*, and I feel sure that it will meet with favor in the class room.

HARRIET M. TRUE

*West Philadelphia High School*

SAMUEL A. WOFSY. *Lectura y Conversación para Principiantes*, with drawings by Jesusa Alfau de Solalinde, The Century Co., 1929. \$1.25. xi, 74pp. text, 72pp. notes and exercises, 48pp. vocab.

This little book by Mr. Wofsy is a praiseworthy contribution to the material available for reading and conversation in elementary courses in Spanish. The author has made considerable progress in the solution of the "problem of finding material which can be comprehended by the student in the early stages of his course, but which will not destroy his interest by the puerility of its content." In saying that, we think Mr. Wofsy has struck a note which should have been heard by numerous editors of would-be college texts. It is very difficult to compose a text suitable alike for high school and college students, on account of the differences in the students'

point of view. Perhaps the biggest difference lies in the matter of names. The high school student is called by his first name, and the college student by his last name. Yet that fact is often ignored entirely in preparing a text for college use. Of course the use of first names bespeaks a degree of familiarity not to be lightly set aside. Aside from an occasional use of first names the present text meets quite satisfactorily the needs of the college student. Although the content of the thirty-one selections scarcely impresses the reader as profound, yet the interest of almost any student will be held by the wit displayed in the jokes, both original and borrowed. Outstanding among them is the selection on "Cristóbal Colón" (p. 41), from the writings of Pablo Parellada. This, however will offer the overmodest person some embarrassment in the paragraph concerning standing an egg on end, "*poniendo un huevo de pie.*" The expression "*poner un huevo*" means "to lay an egg." The pun may be ignored in teaching. We could have forgiven the writer for omitting the one called "*Falsa Alarma.*" The one about "*Amigos hasta el fin*" has been the rounds, too. A new joke, however, is very rare. We have not intended to say the book lacks originality, for it most decidedly does not. The chapters on student life are original and very well taken. It seems to me that one of them very effectively points a moral on studying. It begins to seem that no reading book would be complete without a bit concerning Lazarillo, and Palacio Valdés on Sevillian life. Here we have in addition Pardo Bazán, Toboada, José Parada, Zamacois, Fron-taura, and others adapted. There are six chapters of description. "*El idilio de Lolita en Nueva York*" has proven its suitability as dramatic material. Here the lover and father are working together on the affections of the impressionable daughter. Many other selections can readily be dramatized. We find in Spanish form the old story of the foreigner who thinks the statement of the natives: "I don't understand you," is the name of a rich man, Don Anistendu. The appendix gives a collection of thirty proverbs with equivalents, six gems of poetry and four songs. The outstanding quality of the book as a reading text is its inescapable humor, good humor.

This text can be safely used in the early part of the course because of the careful introduction of grammatical difficulties. The notes are minute and understandable. The exercises consist of questions which can be answered from the text, a grammatical exercise in Spanish, and a dozen short sentences to translate into Spanish, a set of exercises with each chapter. Most of the chapters are a page or a page and a half in length. The grammar sections are simple and clear. Successive topics are: word accent, present indicative, feminine endings, perfect indicative, reading, verb exercises, radical change, demonstratives, etc. Some care is necessary to match the grammar, if one is used. Some of the questions

seem foolish, as (p. 86, l. 12): *Qué responde la niña?*" (91:23) "Qué contesta?" (91:24) "Qué añade?" A misprint or error in page 98C9 will prove very puzzling to the student. It reads: "Las calles son anchas y bien pavimentadas," in the text. Here, in the exercise, he is given the clue: "Las c- son a- y bien e-," which he is to read in full. The text offers no good word beginning with "e-." Likewise "i-," page 118C4. Also the initial "M-" (111C7) evidently calls for "Majestades," which is missing from the vocabulary, and in the text the words are "los Reyes Católicos." The expression "tiene todos los dedos ---" (page 85, note 7) is translated as "all her fingers are"---". Here "dedos" means "toes." The student is apt to be confused. The prepositional forms of the personal pronoun are given (100C) without mention of the reflexive "st". The construction is introduced later. "Meneandola cabeza" (34:29) should be spaced; also "marineros p-'" (111C4). The incomplete sentence: "He shook his head and said." (105D10), is an example of an awkward construction that occurs several times. There are a few other misprints, less likely to disturb the student, as: "francesa" for "francesa" (113A14); "Pardon" for "Pardon;" (155A4); "sicumlogia" for "sicumlogia" (62:12); "subjект for "subject (130A3).

F. DEWEY AMNER

Denison University

CAPRI ERINNERUNGEN: *Die Hochzeit auf Capri* von Paul Heyse, und *Die Entdeckung der Blauen Grotte* von August Kopisch, edited with introduction, notes, questions, exercises and vocabulary by Ernest A. Kubler, Cornell University. Crofts' German Series.

These two stories by Kopisch and by Heyse are well calculated to stand together. They both depict that lively interest on the part of certain German writers of the last century in the Italian landscape and folkways. Of the two stories, the one of Heyse is the less significant, as well as the less difficult in point of style. Heyse does not seem to infuse much vitality into his yarn, while Kopisch, the actual discoverer of the Blue Grotto, manages to bring the Romantic spirit of adventure and exploration to the foreground.

One might challenge, however, the need of such a book as material for college reading classes. Certainly the story by Kopisch is too advanced for beginners. Second year classes can hardly afford to give their time to this particular phase of German literature. Students who have just begun to master the essentials of reading ought to concentrate on texts that penetrate deeper into the agencies back of German life and thought than the ones reviewed here. As it is, there are several good Heyse editions on the market, and hence further editing in this field would seem inadvisable.

Professor Kubler does admirable justice in his Introduction to the historical background and development of Capri from the days of Tiberius until the French Invasion of 1806-1808. The accounts of the lives of Heyse and Kopisch, which follow it, though sketchy, are sufficient for the needs of the reader, and provide whatever commentary is necessary for the full appreciation of the narratives.

A word in regard to the pedagogic arrangement: the stories are not placed chronologically, but in order of difficulty, Heyse's story coming first. Professor Kubler has supplied adequate vocabulary as well as exercises based on the text. The latter includes lists of the more important idioms which are always beneficial.

The English phrasing of some of the exercises is not always strictly grammatical, e.g. 'I shall place my confidence on you.' A sentence like the following is anything but clear: 'I told the young girls that a Siren of marvelous beauty had been caught by Angelo and that he would have her in his net because we had told him she would have to die if he would take her out of the water as she could not live without it.' (p. 102).

In the vocabulary read *brauchen* instead of *branden* (p. 113) in the sense of 'to make use of, to want.'

FRANZ HOLZ

MARCELLE AND GEORGES HUISMAN, *Contes et Légendes du moyen âge français*. Edited by Hélène Harvitt and Julien J. Champaenois. x+152 pages + vocabulary. Merrill, 1928.

This volume presents stories from Huismans' modern version of mediaeval themes. The tales are taken from *La Chanson de Roland*, *La Légende de Guillaume d'Orange*, *Le Miracle du vicaire Théophile*, *Aucassin et Nicolette*, and several *fabliaux*, most of which relate the adventures of Renart. Huismans' charming *avant-propos à nos jeunes lecteurs* serves as an introduction to the volume. The style of the stories is attractive, and the French is simple enough to appeal to students in the second semester of elementary courses.

Following each tale is a well-prepared questionnaire and a group of direct-method exercises, which furnish the essentials for a grammar review. This section of the book is admirably done. The abundant drill on the French preposition is especially commendable. Following each group of exercises is a list of the important idiomatic expressions found in the preceding story.

The French-English vocabulary aims to give all the words of the text. Irregular verb forms are listed alphabetically, so that the book can be read by students who have not yet mastered the past definite and the subjunctive forms. Idiomatic expressions are defined under their most important word. Expressions of

mediaeval significance, such as *vassal*, *geste*, *battre sa coulpe*, etc., are carefully explained. The treatment of proper names seems inadequate. The editors state in their preface that information is given in the vocabulary concerning cities and historical characters mentioned in the text. Following this scheme, they explain Roland, but not Olivier; Guillaume d'Orange, but not Vivien; and, oddly enough, list Veillantif and Isengrin, but omit Turpin and Ganelon. The average American high school or college youth would probably appreciate a few notes explaining the mediaeval characters which, while not historical, live in the hearts of the people. Most teachers can, of course, supply the necessary information concerning mediaeval character and customs, but a student using the book for collateral reading may long for assistance from the editors. A number of words are not found in the vocabulary: *tristesse* (p. 5, l. 1); *la tour* (p. 6, l. 7); *ombre* (p. 7, l. 17); *cité* (p. 22, l. 7); *heaume* (p. 26, l. 16); *né* (p. 44, l. 14); *agoniser* (p. 71, l. 9); *loi* (p. 78, l. 6); *sot* (p. 101, l. 14); *lire* (p. 109, l. 4); *école* (p. 109, l. 28); *recommencer* (p. 125, l. 28); *mousse* (p. 133, l. 4); *veneurs* (p. 139, l. 23); *fort*, as adverb (p. 145, l. 21); *rôtir* (p. 146, l. 6); *mauvais* (p. 148, l. 12); *seulement* (p. 148, l. 15); *secouer* (p. 148, l. 21). *Ecartier*, to open, to push, scarcely explains the meaning of the participle in the phrase *sentiers écartés* (p. 12, l. 10). Misprints are comparatively rare. One notes in the vocabulary *chaplain* for *chapelain*, *claire* for *clair* (masculine), *pèlerin* for *pèlerin*, *plane* for *plan*, *prisoned* for *prisoner*. *S'enfuirent* (p. 126, l. 21) should read *s'enfuient*.

The editors wisely give in the vocabulary phonetic transcriptions for words difficult to pronounce. However, they omit the symbol for length of vowel in the following words: *accueil*, *alliance*, *compte*, *corps*, *enfer*, *linge*, *pillage*, *plusieurs*, *prieur*, *taille*, *viande*, and *vicomte*. The symbol (w) is omitted in the transcription for *l: droite*.

In appearance the volume is attractive. The binding is neat and conservative, and the print of good size. The decorative capital letters which head each story, as well as six full-page illustrations, add mediaeval atmosphere to the text. Teachers should welcome this book which presents the most interesting mediaeval literature in charming modern French, simple enough for comprehension by elementary students.

MINNIE M. MILLER

*Kansas State Teachers College  
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*Parmi Les Conteurs Modernes.* Edited by ERIC VIELE GREENFIELD. VII+235. Ginn & Co. 1929.

This welcome addition to the Ginn language texts is a collection of fourteen interesting stories by twelve modern French au-

thors. Two authors—Réné Bazin and Jean Nesmy—are represented by two stories each, all the others by one each. Thus we have a representative collection of stories which offers to students a pleasing variety of style and subject matter as well as an acquaintance with several of the best known of the French *conteurs*. The editor has included a short sketch of each author's life and works.

The book is carefully prepared and can be used by any class "well founded in the rudiments of grammar and equipped with an ordinary basic vocabulary." None of the stories are unduly long or especially short; the longest, Bazin's *celui qui menait la rivière* is thirteen pages and the shortest, Jean Reibrach's *le fiancé*, five, the average length being a little more than seven pages. Exercises for each story are appended at the rear of the book. A questionnaire is common to all the exercises, but the grammar portions are varied. No systematic grammar review is attempted in the exercises.

Four illustrations help make the book attractive and teachable.

All unusual difficulties are explained in the notes (pages 113 to 123) appended at the rear. The vocabulary is complete, even to the inclusion of such words as *et*, *de*, *quatre*, *quatorze*, and *Américain*. I doubt if the average American student will know exactly what a *lycée* is from the words, "lycée, lyceum, high school," which are the definitions given in the vocabulary.

No misprints or omissions were observed. The book is identical in size and format with the other Ginn texts.

This attractive collection of stories is carefully done and will appeal to both students and teachers. I am sure it will be accorded a generous and enthusiastic welcome in our high schools and colleges.

WM. MARION MILLER

*Miami University*

F. W. KAUFMANN and E. W. BALDUF: *Inductive Readings in German. Book III. Introduction to German Political and Cultural History*. University of Chicago Press, 1929. XIV+232 pp.

This third installment of the excellent inductive readers published by the University of Chicago Press upholds the high standard of the two earlier books. It sets itself a very ambitious goal: "to present in brief compass the more significant developments in the political and cultural history of the Germans from the time when Tacitus first described them to the present. In this way the student is led farther along on the road indicated by Book II of this series, *Introduction to the Spirit of German Life and Literature*."

The material is presented in twenty-one chapters. A brief introductory chapter treats the physical, political, and economic geography of the German-speaking lands. The remaining chapters deal with two parallel aspects of German history, the political

and cultural. Over half of the text is devoted to the cultural side as opposed to the political.

There will naturally be many differences of opinion as to what should be included and what omitted in a history of the German people, when space is limited (148 pp. text). In some cases the authors might have simplified their selections even more by greater economy in the number of facts included and by greater simplicity of style. But in the main the choice and disposition of material is excellent and its presentation is most interesting. I have read the book through several times with the greatest of interest, and I know of no other book where the reader may find such a mass of interesting information so skillfully presented. Naturally the presentation of the political and cultural facts of an evolution of two thousand years is not child's play. The use of such a book in class entails serious intellectual work on the part of both teacher and student, but surely this is a consummation devoutly to be wished. The publication of this book is in line with the soundest tendencies in present-day modern language pedagogy and it constitutes a challenge to the good teacher to give his course a worthwhile content. Every literary course will be definitely enriched by the students' acquaintance with a book of this type.

The discussions of such moot questions as the causes of the Reformation, of the Franco-Prussian War and the World War, and the implications of the Versailles Treaty, are models of objectivity.

The general bibliography and the special bibliographies for each chapter are invaluable. Only through an intelligent use of these aids will the goal of the authors be fully attained. The inductive approach to the understanding of the new vocabulary is very skillfully made. Several photographs, maps, and a number of fine line-drawings enhance the value of the book considerably. The excellent notes give interesting information which could not well be included in the text but which is essential for a proper comprehension of it.

The drill questions not only give valuable linguistic drill but they may serve as an outline for impressing the salient facts contained in the text. The vocabulary does not aim to be complete. It omits the words which the student should know at this stage of advancement. This is laudable pedagogical progress.

All in all, the book represents a noteworthy addition to recent text-book literature.

ALBERT W. ARON

*University of Illinois*

ERNST ZAHN: *Helden des Alltags*. Edited by Erwin T. Mohme. F. S. Crofts & Co. New York, 1928.

E. T. Mohme's edition of 'Helden des Alltags' by the well known Swiss novelist Ernst Zahn is a welcome addition to the

fast growing crop of modern German texts. Thanks to progressive scholars, and perhaps even more to enterprising publishers, the American student of German is now being very generously supplied in his reading diet with those elements he so long had to do without.

Whether vitamin E. Z. contains the right number of calories for our students is in the writer's opinion a moot question. Our sophomores, for whom these stories are prepared, do not look upon literature as a life study after all, but rather as a means to study life, and they only tackle the obstacle of the foreign idiom with eagerness if the thorny road promises fat pastures of life-experiences. And only the poet who translates these life experiences into tales of universal appeal will be assimilated by a majority of readers. This is especially true of the story rooted in a foreign civilization. Will the intrinsic beauty of Zahn's stern, stolid, and sober Swiss heroes enter the consciousness of the American student as realities? If the golden humor of a Rosegger has failed to counterbalance the inherent obstacle of intense localism in language and mood to full appreciation by foreign readers, what chances will this author have, who as Mr. Mohme himself says, "has drawn man's fate and destiny with a simplicity and earnestness that seems almost too stern and austere?" The much weightier and at the same time subtler C. F. Meyer has not penetrated far beyond the realms of respect for a great literary personage with our young readers, and Gottfried Keller is the only one of the Swiss story writers who has really established himself firmly in the affections of the American student of German literature.

As far as the getting up of the book is concerned, Mr. Mohme has done a very satisfactory and complete job. There is a preface, in which he gives us his motives for selecting the sketches here presented, the weightiest of which appears to be his own preference for Ernst Zahn, who, according to "the confirmation received from one who has lived among the Swiss" has "portrayed real men and women." The authority, however, who vouched for Zahn's undiluted realism quickly seems to outlive his usefulness, for in the very next sentence Mr. Mohme admits that "whether the persons, scenes, and events depicted are real or imaginative, whether the author is already well-known or is still struggling for recognition, matters not, as long as the inherent worth of a literary product seems apparent."

There follows an introduction, which recalls to the reader the principal names of Swiss poets from Bodmer down to Ermatinger; a biographical sketch of Ernst Zahn is supplemented by a chronological list of his complete works and bibliographical notes.

The 78 pages of text contain four stories: *Das Leni* (1-17), *Die Geschwister* (18-38), *Der Geiss-Christeli* (39-57) and *Wie der Huber Dres zu Ehren kam!* (58-78).

Between the text and the vocabulary of 57 pages, the distinguishing feature of which is the insertion of cognates (wherever available!) as well as of those English equivalents which correspond to the German word in both form and meaning, the editor has provided 15 pages of notes and 10 pages of 'Fragen.'

In the preparation of these latter Mr. Mohme seems to have reverted to an old-fashioned type of textbook accessory which the reviewer for one would rather do without. I would not argue the justification of almost any sort of question arising from a classroom discussion of an author's style, vocabulary, or the story content, but such inquiries must be spontaneous, and can never be the same in two classes. When printed, the best of them appear dead and ghastly, so why not trust the individual teacher's discretion on that point? The questions before us have an additional semi-grammatical slant, and they are quite unanswerable, unless you have one finger on the text and the other on the question. And what is profited when one answers a question like this: "Was zuckte durch das Gesicht des Senn?" by "Ein Flennen." or one like this: "Von woher konnte man der Lammwirtin ins Totenbett sehen?" correctly by: "Von der Strasse herauf, wenn man sich Mühe nahm," or finally: "Wer blickte ins Bett hinein?" by: "Der neu überschneite klare Steingletscher." If Mr. Mohme would preserve his "beginners that joy, which comes from merely reading a foreign literature" as he states in the preface, why spoil their fun with such questions and risk that their incipient love for Zahn turn to indifference?

OSCAR F. W. FERNSEMER

Hunter College  
N. Y. C.

BAB, JULIUS: *Das Theater der Gegenwart. Geschichte der dramatischen Bühne seit 1870.* Mit 78 Abbildungen. Leipzig, J. J. Weber, 1928. 247pp. Cloth M 13.50.

The theater shows no signs of decline, it is more alive than ever, says Julius Bab. And Julius Bab, who has felt the pulse of theatrical art for such a long time, can speak with authority about it, at least as far as Germany is concerned. The theater has been the hub of his interest for more than thirty years, and half the book is the immediate outgrowth of his own experience. The other half is based upon first-hand reports of other eye witnesses. This is as yet the only possible method for writing a book on so ephemeral an art as the theater, tho the day may come when the speaking film will be an adequate medium for fixing the works of the stage. Bab is rather optimistic about this possibility; but he does not include the film, as it is now, in the realm of art.

The book concerns itself in the first place with the development of the theater in Germany, from 1870 to 1928. The work of

every stage which has had more than local influence, from Meiningen to Piscator, is given its due; it is shown how often the progressive initiative has come not from the capitals, Berlin and Vienna, but from various provincial cities. But theatrical production outside the boundaries of Germany and Austria is also watched carefully wherever it has had, or promises to have, international importance, especially in France, England, Russia, and the United States. The author's great hope among the dramatists in America is Eugene O'Neill, and in "Emperor Jones," which he compares with nothing less than "Macbeth," he finds the great new style of a great new life. He sees exceedingly bright prospects for the future of the American theater. We may be doubtful about his optimism with regard to the inroads the serious stage is supposed to be making into the popularity of the Broadway hits; yet we are not unwilling to believe with him that the great age of the American theater is soon to come.

The style of the book is admirable. It is throbbing with life everywhere and reads like a novel. The magic pen of the famous critic revives the whole glittering world behind the footlights for sixty years back, always centering the spotlight on whatever serious endeavor for art (not business) he can detect. Many a reader who has been used to thinking of the stage as the scene of an evening's idle illusion might learn from this book to appreciate the idealism which inspires the incessant struggle of serious-minded directors and actors toward a new and better expression of the dramatists' intentions. Every theatrical aspect is taken into consideration. A brilliant array of great personalities, whether dramatists, directors, actors, stage painters or other collaborators, passes in review before the reader. Every individuality stands out with clearcut features. Everyone of them gets his (or her) place in the historical development, yet they do not freeze into types, but are animated by the sympathetic critic with all the warmth and originality of living characters.

This book fills a gap, and it fills it perfectly. It is a lucky herald for the rest of the twelve outlines which the publisher promises to bring out within a number of years, and which in conjunction are intended to cover the whole field of theatrical history. Paper, print, and binding are very worthy of the artistic intentions of the book, and the many excellent illustrations form an integral part of it. The reviewer only wishes a larger type had been chosen; the present one, notwithstanding its beauty, is rather severe on the eyes.

There are few detail facts or appreciations to be criticized: p. 104 Yates is an unusual spelling of the Irish poet's name; p. 98 one wonders whether the little regard the author has for so famous an actor as Possart might not be one instance of bias, pardonable for a writer who has taken an active part in the develop-

ment of the German theater. The fair and broad and positive criticism of the author gives him a claim to have his excellent monograph reviewed without caviling. Whoever is interested in the theater or the drama should read this book, and will enjoy it.

W. LEOPOLD

*Northwestern University*

FARRÈRE, CLAUDE et CHACK, PAUL, *La Bataille des Falkland*, edited by W. G. Hartog; 112 pp. Oxford University Press, 1928. Price 50 cents.

*La Bataille Des Falkland*, as the title indicates, is a report of the decisive naval action which gave the Allies practically undisputed control of the high seas and restored British naval prestige which had been previously threatened by the German victory over the English at Coronel on November 1, 1914. We read that after the battle and victory off Coronel the German squadron coals at Valparaiso prior to approaching the Falkland Islands. The English are losing no time in taking measures to regain their prestige and assemble a squadron under the command of Admiral Sturdee to move also toward the Falkland Islands. On December 8, 1914, the German and English squadrons under the command of the respective officers Von Spee and Sturdee meet off the Falkland harbor entrance. The English squadron consists of the battle cruisers *Invincible* and *Inflexible*, three armored cruisers *Carnarvon*, *Cornwall*, and *Kent*, the light cruisers *Bristol* and *Glasgow*, and a pre-dreadnought *Canopus*. In the opposing fighting force are the cruisers *Scharnhorst* and *Gneisenau*, and three light cruisers the *Leipzig*, *Nürnberg*, and *Dresden*. Von Spee turns away to take his chance in the open sea but is pursued by the English squadron. A terrible battle ensues with the result that all the German ships except the *Dresden* are sunk. The English suffer no loss of boats and but few lives.

These are details which might seem to indicate a cut-and-dried account of naval tactics but which on the contrary under the facile pens of Claude Farrère and Paul Chack take on life and color. The technical information is accurate and complete, informative details are injected skillfully here and there but in such small doses and so well sugar-coated with literary charm that innumerable bits of useful information are absorbed by the reader without his enjoyment being in the least impaired. The authors, both naval officers, are untiring recorders of sea experiences. Nothing seems to have escaped their alert senses. Add to the immense background of historical knowledge and experiences the creative talent of the artist which is theirs and the result is a fascinating little book which illuminates history. The book should enjoy a wide reputation. It is a text which in the opinion of the reviewer is well suited

to high school and college classes. It is skillfully composed, brilliantly written, and communicates excitement to the reader, holding him in its spell to the very end. Then and then only comes the realization that it is not just a cleverly manufactured story but a series of incidents which present a picture accurately painted and enlivened by dramatic scenes—the whole the more fascinating since it is based on truth.

As to the pedagogical apparatus, the book is so arranged as to be of considerable value in the class room. The vocabulary is adequate, the notes are adequate but not superfluous. A special feature of the book is the set of subjects for themes taken from the text which could not fail to stimulate the student's interest and imagination.

MARGARET E. FOLEY

*Alma College  
Alma, Michigan*

POSGATE, HELEN B. SMITH, *Advanced French Composition*, with Introduction, Notes, and Vocabulary. The Oxford University Press, New York City. 200 pages.

This book seems well fitted for students in advanced French composition. It could be made a basis for either second or third year work. It is divided into two parts, arranged for two semesters' work. The lessons of Part I have good sentence exercises, and the text of the English composition passages for translation into French is more than usually fascinating. The stories deal with the experiences of an American student enrolled at the École Normale Supérieure de Sèvres. The glimpses of French student life furnish excellent material for stimulating interest in French composition.

Part II continues the work of Part I by means of an informal diary. In addition, the best French masters are represented by short sketches of French life. In this way the student makes the acquaintance of good French authors. The footnotes through the book are of especial assistance. Under the sentence "Jeanne is never behind time" is the suggested footnote "Study difference between *être retard* and *être en retard*." This type of grammar study is found all through the text. To answer such questions, a glance at the vocabulary will not suffice; the student must search for the point. The vocabulary contains few words that are unnecessary; such words as *le*, *la*, *un*, *une*, *les* etc. are sensibly omitted.

The illustrations in the book are well adapted to the context and depart from the traditional in that they are rather intimate in showing French life and places. There is a reproduced map of France, physical as well as political.

GEORGE R. DAULTON

*Blanchester, Ohio*

## The Art Of Translation

The Editors of the Modern Language Journal offer a prize of \$10 for the best translation of the following passage.

### FRAU JENNY TREIBEL

"Ja, Freund, leibhaftig vor dir siehst. Denn ich habe das Glück gehabt, an mir selbst, und zwar als Objekt und Opfer, das Wesen meiner Freundin Jenny studieren zu können. Jenny Bürstenbinder, das ist ihr Vatersname, wie du vielleicht schon weiszt, ist der Typus einer Bourgeoise. Sie war talentiert dafür, von Kindesbeinen an, und in jenen Zeiten, wo sie noch drüben in ihres Vaters Laden, wenn der Alte gerade nicht hinsah, von den Traubenosinen naschte, da war sie schon geradeso wie heut und deklamierte den "Taucher" und den "Gang nach dem Eisenhammer" und auch allerlei kleine Lieder, und wenn es recht was Rührendes war, so war ihr Auge schon damals immer in Tränen, und als ich eines Tages mein berühmtes Gedicht gedichtet hatte, du weiszt schon, das Unglücksding, das sie seitdem immer singt und vielleicht auch heute wieder gesungen hat, da warf sie sich mir an die Brust und sagte: "Willibald, einziger, das kommt von Gott." Ich sagte halb verlegen etwas von meinem Gefühl und meiner Liebe, sie blieb aber dabei, es sei von Gott, und dabei schluchzte sie dermaszen, dass ich, so glücklich ich einerseits in meiner Eitelkeit war, doch auch wieder einen Schreck kriegte vor der Macht dieser Gefühle. Ja, Marcell, das war so unsere stille Verlobung, ganz still, aber doch immerhin eine Verlobung . . . Als ich nun aber kam, um die Verlobung perfekt zu machen, da hielt sie mich hin, war abwechselnd vertraulich und dann wieder fremd, und während sie nach wie vor das Lied sang, mein Lied, liebäugelte sie mit jedem, der ins Haus kam, bis endlich Treibel erschien und dem Zauber ihrer kastanienbraunen Locken und mehr noch ihrer Sentimentalitäten erlag. Denn der Treibel von damals war noch nicht der Treibel von heut, und am andern Tag kriegte ich die Verlobungskarten . . . Es ist eine gefährliche Person, und um so gefährlicher, als sie's selbst nicht recht weisz, und sich aufrichtig einbildet, ein gefühlvolles Herz und vor allem ein Herz "für das Höhere" zu haben. Aber sie hat nur ein Herz für das Ponderable, für alles, was ins Gewicht fällt und Zins trägt, und für viel weniger als eine halbe Million gibt sie den Leopold nicht fort, die halbe Million mag herkommen, woher sie will . . . Mag übrigens alles schwanken und unsicher sein, eines steht fest: der Charakter meiner Freundin Jenny. Da ruhen die Wurzeln deiner Kraft . . ."

THEODOR FONTANE

*Conditions.* Translations must be typed on one side of the paper, signed with a pseudonym, and accompanied by a sealed envelope bearing the pseudonym as superscription and containing the translator's name and address. MSS must reach the Managing Editor not later than November 15.

The problem furnished by the phrase *voix élées* in the passage by Henri de Régnier (November 1928) has been kindly solved for us by Miss Adelaide Baker, retired head of the French department in the high school at Lowell, Mass. Miss Baker's original guess, that our phrase was a misprint for *voix félées*, is confirmed by a reference to de Régnier's work *L'Altana ou la vie vénitienne*, vol. 2, chap. 3, p. 68.

